

PERSONAL SOCIAL HEALTH AND CITIZENSHIP EDUCATION POLICY

Manager: Vikki Rayment

Reviewed: March 2022
Approved by Governors: June 2022
Next Review: September 2023

How the policy was developed

In 2014, in light of the New Curriculum, guidance about PSHCE has been taken from the PSHE Association. We are currently taking guidance from the Relationships Education, RSE and Health Education Statutory Guidance 2019. This policy was developed in consultation with parents/carers, staff and governors during the academic year 2019-2020.

Intention of the policy

The purpose of this policy is to identify what the school is doing and intends to do in the field of personal, social, health, citizenship and economic education. P.S.H.C.E. is an overall title which includes amongst others the specific areas of Relationships and Sex Education (RSE) and drugs education. The whole school scheme of work will aim to ensure that our teaching has breadth and balance, is characterised by continuity and progression and complies with the legal requirements placed on schools.

Aims of P.S.H.C.E.

The National Curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'

According to the Education Act 2002 and the Academies Act 2010, the PSHE curriculum should be a balanced and broadly-based curriculum which 'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for opportunities, responsibilities and experiences of later life.'

At Shawclough our aims are:

1. To develop children's knowledge about their own physical and mental health needs to enable them to make more informed choices.
2. To develop the skills and importance of healthy, respectful relationships, focusing on family and friendships, including online.
3. To promote an understanding of themselves as unique and important individuals by developing personal attributes such as kindness, integrity, generosity and honesty.
4. To encourage children to respect and value others.
5. To develop skills and knowledge which enable the children to stay safe both offline and online.
6. To foster understanding and respect for the range of different cultures and religions which influence an individual's actions and attitudes.
7. To promote equal opportunities for all.
8. To help prepare children for present and future experiences.
9. To develop an understanding of how their behaviour impacts upon their environment and on others.

10. To provide opportunities for children to contribute to the life of school and their community.
11. To help children become informed, active and responsible citizens.
12. To enable children to ask for help and support.
13. To give children an understanding of personal finance.

Teaching and learning

We will follow the 3 Dimensions PSHE scheme. Additional resources and lessons may be included with year groups if appropriate to meet the class' needs, whole school issues or spontaneous issues. All resources must be checked before lessons, and as required discussed with the PSHCE manager. Class teachers and/or HLTAs will teach the PSHCE curriculum.

Assessing and recording children's progress

It is important to measure children's progress in P.S.H.C.E which may be done in many ways. Observing children in and around school can give a massive indication of how successful or otherwise PSHCE is on impacting on attitudes and behaviours. By clearly identifying learning intentions in the medium term and short term planning, children's knowledge and understanding can then assessed against the learning intentions set. A variety of assessment strategies, including AfL (assessment for learning) enable teachers to understand what the children already know and what they need to know by using this information to aid planning.

Inclusion

Children with SEND will be given full access to all the aspects of PSHCE. This can be achieved by careful planning and the use of a wide variety of teaching strategies and activities that are both age and stage appropriate. Activities must be planned and differentiated to match the needs of individual children.

Equal Opportunities

Developing respect for others and oneself as an individual is at the heart of P.S.H.C.E. Children should be encouraged to discuss and challenge stereotypes, prejudiced attitudes and actions in an informed, empathetic way.

Our approach to P.S.H.C.E. must be sensitive to the values and attitudes from different cultures and religion or beliefs, in particular, in the area of Relationships and Sex Education. We will also be sensitive towards families with regards to age, sex, race, disability, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (collectively known as the protected characteristics). Equality Act 2010.

All individuals have a basic right to safety and freedom from discrimination. They need to feel that the school is supportive of them. Homophobic behaviour is as unacceptable as racism or sexism. The school will challenge all incidents of homophobic bullying and the use of derogatory terms about homosexuality.

Breadth of Opportunities

The range of opportunities for developing P.S.H.C.E. is enormous, from specifically planned lessons, Circle Time and the development of cross curricular links. Plus much which occurs incidentally as a result of the organisation of school and the active promotion of its ethos. For example:

- School Council
- Class Rights and Responsibilities charters
- Out of School Activities
- Active Playtimes Policy
- The wider curriculum including educational visits

Relationships and Sex Education

The Governing Body decided in 1992 that the school would offer sex and relationships education which is in line with the DFES 2000 guidance. The sex and relationships education offered at Shawclough is tailored to the age, physical and emotional maturity of the children. We follow the science National curriculum including life cycles, reproduction and changes of a human to old age. Alongside this we are following the 3D PSHE scheme on relationships throughout school. We will use the additional 4 lessons SRE lessons in Year 6. We also use the NSPCC PANTS campaign to aid with the safeguarding of our pupils.

Relationships and Sex Education- the legal position

Relationships education is statutory. The focus Relationships Education in primary school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults.

The 3D scheme we use teaches pupils, in an age-appropriate way, what a healthy relationship is, enabling them to form a clear understanding of the features of positive relationships that are likely to lead to fulfilment, happiness and security. Pupils learn what friendship is, what family means and who the people are who can support them.

Our school teaches about families in a well-judged and sensitive way, based on a clear knowledge of the pupils and their circumstances, reflecting that some children have different family structures and supportive relationships. They learn how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding, including the differences between appropriate and inappropriate or unsafe physical, and other, contact are the forerunners of teaching about consent, which takes place at secondary.

In lessons, we teach pupils about online safety and appropriate behaviour online, including sharing data and ways in which information provided by users may be used negatively.

Relationship Education encourages the development and practice of resilience and perseverance, self-respect and self-worth. Pupils are also helped to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This is achieved through a plethora of exciting and innovative learning experiences for in active citizenship.

Pupils are taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

They also learn about safe relationships, focusing on boundaries and privacy and ensuring that they understand that they have rights over their own bodies. This also covers understanding boundaries in friendships with peers, in families and with others, in all contexts, including online. In PSHCE, pupils are clearly taught how to report concerns and seek advice when they suspect or know that something is wrong. Of paramount importance is ensuring the balance between informing children about making sensible decisions to stay safe (including online) without frightening them unnecessarily, whilst also making it clear that it is never the fault of a child who is exploited or abused, and why victim blaming is always wrong.

Sex Education

Sex Education is not statutory in primary schools.

The National Curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Our school has determined *that we need to* cover any additional content on sex education to meet the needs of our pupils.

We use the 3D Sex Education Unit. This is tailored to the age and the physical and emotional maturity of our pupils and supports pupils' ongoing emotional and physical development effectively. We ensure that both boys and girls are prepared for the changes that adolescence brings and, drawing on knowledge of the human life cycle set out in the national curriculum for science, understand how a baby is conceived.

We consult parents before their children start the SRE elements of the Science and PSHE curriculum in Years 5 and 6 about the detailed content of what will be learnt. We offer parents support in talking to their children about SRE education and how to link this with what is being taught in school.

Parents have the right to withdraw their children from our sex education lessons. Our head teacher will be available to discuss the request with parents to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum, and a record will be kept of this process. The head teacher will discuss with parents the benefits of receiving this education and any detrimental effects that withdrawal might have on the child, for example the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. These detrimental effects may, of course, be mitigated if the parents propose to deliver sex education to their child at home instead. If a pupil is excused from sex education, our school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Our 3D PSHE Sex Education teaching and materials are appropriate, having regard to the age and religious backgrounds, and any special educational needs or disabilities of our pupils.

Ground rules

Establishing with individual classes a set of ground rules helps to create a safe environment so that both children and staff do not feel embarrassed or threatened by inappropriate questions or comments. The process for drawing up the rules and their content may vary from class to class. However suggested areas for inclusion are:

- Personal questions will not be answered.
- No one will be forced to take part
- Only correct vocabulary will be used.

Answering children's questions

When answering children's questions every attempt should be made to answer honestly, with consideration of the age of the children. To help it is often useful to set up a question box into which questions may be placed. From the children's point of view it takes away the embarrassment of asking in front of the group; for the teacher it gives time and space for a considered answer.

It is helpful to categorise possible question areas into types of responses:

- Immediate response most questions can be answered straight away.
- One to one response at a later point, these are the questions which may be too explicit or inappropriate to answer for the whole class. Acknowledge the question and discuss the question with the individual child at a later point. Returning to the question for the individual is crucial in maintaining the environment of trust and respect.
- Referral to Head/parent occasionally questions may need to be referred initially to the headteacher and then on to parents.
- If a teacher is anxious that a child may be at risk of sexual abuse they must follow the school's child protection procedures and speak with the school's named officer, Julia Sandiford-Mitchell.

Confidentiality and Child Protection ([link to Safeguarding policies](#))

PSHCE, Drugs Education and Relationships and Sex Education can raise many sensitive issues. Children may disclose information of a personal or sensitive nature. Knowing the content of the lessons thoroughly and

preparing for possible questions as well as knowing the group of children will help to prepare staff to be able to respond appropriately.

However teachers cannot offer unconditional confidentiality and teachers must act in the best interest of the child:-

- A teacher must not promise confidentiality, incidents disclosed may have to be reported to parents or other agencies.
- Pupils may disclose about being involved or possibly being involved something that is harming them or someone else is clearly a child protection issue. The teacher involved must speak with the named Child Protection Person – Julia Sandiford-Mitchell.

Parents

Liaison with parents is crucial in the area of Relationships and Sex Education, we aim to be complementary and supportive of the role of parents. Some parents feel ill equipped to educate their children school can play an important role in supporting them. School is therefore committed to developing and maintaining an ongoing consultation with parents. Whilst reassuring them that the school's teaching is based within a moral framework and that the values of the community are respected and acknowledged. We will arrange:

- a. Meetings to discuss the school's policy
- b. Meetings to discuss teaching content, methods and resources before the RSE units are taught
- c. Newsletters explaining areas to be taught
- d. Information in the school's Parents Pack
- e. Information in the termly newsletters.
- f. A loan service for parents wishing to borrow books.

Community Involvement/Outside Speakers

Usefully many elements of the P.S.H.C.E. programme can originate in the community - the school nurse, doctor, dentist, dietician, the school cook, etc. It is crucial that a visitors input should be fully integrated into the teaching programme. Ideally the outside speaker should be involved in a team teaching situation. The input of outside speakers in the area of RSE and drugs must be especially carefully planned.

Puberty and the school environment

We are aware that many of the schools eldest girls (Years 5 and 6) have their first period during their time at Shawclough. Therefore, we need to ensure that this is a positive experience. The facilities available must be discussed with the girls in Years 5 and 6 and regularly monitored to ensure that they meet the needs of the girls.

1. Toilet facilities for the girls in years 5 and 6 must include:

- toilet paper
- soap, hot water and hand drying facilities
- sanitary disposal bins
- locks on toilet doors, providing sufficient privacy
- easy access to a named supportive member of staff

2. Emergency Supplies

Sanitary protection supplies are available in Phase 3, alongside a supply of spare clothes to replace clothes which may have become blood stained. The business manager will use the grant to purchase sanitary towels from PHS. The existence of these supplies must be explained to the girls. Vikki Rayment will be the named member of staff responsible for organising this.

3. PE Lessons

Can be particularly stressful, increasing anxieties about leakage and stained clothing. We need to respond sensitively and discuss the most appropriate clothing with the girls e.g. choice of shorts or tracksuit bottoms.

4. Feeling Unwell

Provide a quiet environment, for any girl feeling unwell, as a result of menstruation.

Drugs Education at Shawclough

The school has chosen to include the Drugs Education in the PSHCE Policy, to underline our understanding that Drugs Education is a strand within the PSHCE programme.

Drugs Education (under the health and wellbeing strand of PSHCE) at Shawclough will follow the same format as for RSE on ground rules, answering children's questions, question confidentiality and safeguarding, working with parents and community involvement and outside speakers. Children will learn about the safety with drugs and alcohol including medicines with age appropriate information and activities.

Premises and school boundaries

All school grounds and premises are covered by the policy. All members of staff, pupils and visitors must follow the guidelines set.

Statement about specific issues

Tobacco/E-cigarettes

Shawclough is a non-smoking environment. Therefore smoking of any type is not allowed on any part of the school premises (including the grounds) by any member of the school community or visitors.

Alcohol

Alcohol is not permitted on the premises.

Medicines

Please see the school Medicine Policy for information on giving and receiving medication during the school day.

Illegal, illicit drugs and volatile substances

This school will not condone the preparation, supply, use or misuse of any illegal, illicit or legal substance, which is likely to damage health, on any part of the school premises by any member of the school community.

Managing Drug Related Incidents

All members of staff, both non teaching and teaching, may be involved in the initial identification of a drug incident. It is vital to respond calmly to all incidents. The first priority must be to ensure that medical help is called if necessary.

The person appointed to manage all drug related incidents is the Headteacher, Mrs Julia Sandiford-Mitchell, who will follow the LA guidance which is available in the school office. Miss Vikki Rayment will deputise.

PSHCE curriculum content and coverage

Dimensions 3D PSHE covers all areas of PSHE for primary schools, as shown in the tables below (lessons may be moved to different terms, to address the needs of the children):-

Nursery Overview

Making relationships	Lessons
Plays in a group, extending and elaborating play ideas (DM 30-50 months)	Lesson 1 'Let's Play Shops'
Initiates play, offering cues to peers to join in (DM 30-50 months)	Lesson 2 'Who's Playing'
Responds to what others say or do and keeps play going (DM 30-50 months)	Lesson 2 'Who's Playing'
Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults (DM 30-50 months)	Lesson 4 'Good Friends'

Self Confidence / Awareness	Lessons
Selects and uses activities and resources with help (DM 30-50 months)	Lesson 5 'Make Your Choice'
Enjoys responsibility of carrying out small tasks (DM 30-50 months)	Lesson 6 'Odd Jobs'
Talks confidently to other children when playing (DM 30-50 months)	Lesson 7 'Chatterbox!'
Communicates freely about own home and community (DM 30-50 months)	Lesson 8 'Where I Live'
Shows confidence in asking adults for help (DM 30-50 months)	Lesson 9 'Can You Help?'
Welcomes and values praise for what they have done (DM 30-50 months)	Lesson 10 'Well Done!'
Is more outgoing towards unfamiliar people and more confident in new social situations (DM 30-50 months)	Lesson 11 'A New Baby'
Managing Feelings / Behaviour	Lessons
Begins to accept the needs of others (DM 30-50 months)	Lesson 12 'Deaf Girl'
Takes turns and shares resources, sometimes with support (DM 30-50 months)	Lesson 13 'Fair Shares'
Adapts behaviour to different events, social situations and changes in routine (DM 30-50 months)	Lesson 14 'The Pantomime'
Is aware of own feelings and knows that some actions and words can hurt others' feelings (DM 30-50 months)	Lesson 15 'You Smell!'
Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met	Lesson 16 'A Waiting Game'

(DM 30-50 months)	
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Reception Overview

Making relationships	Lessons
Initiates conversations, attends to and takes account of what others say (DM 40-60 months) It's all about...taking part!	Lesson 7 'An Old Friend'
Explains own knowledge and understanding (DM 40-60 months) It's all about... taking part!	Lesson 16 'All Join In' Lesson 23 'Eid Mubarak!'
Asks appropriate questions of others (DM 40-60 months) It's all about... being smart!	Lesson 11 'I Feel Poorly' Lesson 18 'A Piece of Cake'
Takes steps to resolve conflicts with other children by finding compromises (DM 40-60 months) It's all about...where to start!	Lesson 4 'It's Your Turn'
Plays co-operatively, taking turns with others (ELG) It's all about...taking part!	Lesson 4 'It's Your Turn' Lesson 24 'Playtime Games' Lesson 25 'Litter Bug!'
Takes account of one another's ideas about how to organise an activity (ELG) It's all about... having heart!	Lesson 10 'Rainy Days' Lesson 19 'Busy Body'
Shows sensitivity to others' needs and feelings and form positive relationships with adults and other children (ELG) It's all about... having heart!	Lesson 1 'Hide and Seek' Lesson 7 'An Old Friend' Lesson 14 'Family Fun' Lesson 23 'Eid Mubarak!'

Self Confidence / Awareness	Lessons
Confident to speak to others about own needs, wants, interests and opinions (DM 40-60 months) It's all about... being smart!	Lesson 3 'I Like...' Lesson 10 'Rainy Days' Lesson 25 'Litter Bug!'
Can describe self in positive terms and talk about abilities (DM 40-60 months) It's all about... being smart!	Lesson 8 'Me and You' Lesson 15 'One Gold Star'

Self Confidence / Awareness	Lessons
Confident to try new activities (ELG)	Lesson 6 'Taking the Plunge'

It's all about...being smart!	
Says why they like some activities more than others (ELG) It's all about... being smart!	Lesson 2 'Nan's House'
Confident to speak in a familiar group (ELG) It's all about... taking part!	Lesson 10 'Rainy Days'
Talks about their ideas (ELG) It's all about... being smart!	Lesson 10 'Rainy Days'
Chooses resources they need for their chosen activities (ELG) It's all about... being smart!	Lesson 18 'A Piece of Cake'
Says when they do or don't need help (ELG) It's all about... being smart!	Lesson 6 'Take the Plunge' Lesson 17 'I'm Stuck' Lesson 21 'Dressing Up' Lesson 22 'E-Safety, Be Safe'

Managing Feelings / Behaviour	Lessons
Beginning to be able to negotiate and solve problems without aggression (DM 40-60 months) It's all about...where to start!	Lesson 5 'What a Problem' Lesson 25 'Litter Bug!'
Talks about how they and others show feelings (ELG) It's all about... having heart!	Lesson 2 'Nan's House' Lesson 20 'The New Pet'
Talks about their own and others' behaviour and its consequences (ELG) It's all about... being smart!	Lesson 12 'Clean and Tidy' Lesson 13 'Bully Boy' Lesson 24 'Playtime Games'
Works as part of a group or class, and understands and follows the rules (ELG) It's all about... taking part!	Lesson 9 'Stick to the Rules'

Year One Overview

Autumn 1	Core Theme 3 Unit 1 LESSON 1: Rules / Expectations - We Expect ... Core Theme 3 Unit 1 LESSON 2: Rules / Expectations - Class Charter Core Theme 1 Unit 5 LESSON 6: Internet Safety - E-Safety Core Theme 2 Unit 4 LESSON 1: Friendship - Forever Friends Core Theme 2 Unit 4 LESSON 2: Friendship - Make Friends Core Theme 3 Unit 1 LESSON 3: Taking Turns - It's Your Turn!
Autumn 2	Core Theme 2 Unit 1 LESSON 7: Good Manners - How Rude! Core Theme 1 Unit 4 LESSON 1: Happiness - Smile! Core Theme 1 Unit 4 LESSON 2: Anger - Grrrr! Core Theme 2 Unit 1 LESSON 1: Feelings - How I Feel Core Theme 2 Unit 1 LESSON 2: Responses - You and Me Core Theme 2 Unit 1 LESSON 3: Opinions - I Think...
Spring 1	Core Theme 1 Unit 2 LESSON 4: Washing Hands - Meet Grub! Core Theme 1 Unit 1 LESSON 1: Healthy Eating - Vote Green!

	Core Theme 1 Unit 1 LESSON 2: Healthy Eating - Meat Eaters Core Theme 1 Unit 1 LESSON 3: Healthy Eating - Party Time! Core Theme 1 Unit 1 LESSON 4: Physical Activity - Get Physical! Core Theme 2 Unit 3 LESSON 2: Comparisons - All the Same
Spring 2	Core Theme 2 Unit 2 LESSON 1: Definition - A Bully is... Core Theme 2 Unit 2 LESSON 2: Unkindness - Blame Game Core Theme 2 Unit 2 LESSON 3: Behaviour - Bullying is... Core Theme 2 Unit 2 LESSON 4: Behaviour - + and – Core Theme 1 Unit 5 LESSON 4: Personal Safety - Secret Surprise Core Theme 1 Unit 5 LESSON 5: Emotional Safety - Getting Help
Summer 1	Core Theme 2 Unit 3 LESSON 6: Kindness - Give a Little Core Theme 2 Unit 4 LESSON 5: Family - My Family Core Theme 2 Unit 4 LESSON 6: Family - Special People Core Theme 3 Unit 1 LESSON 6: Caring - Talking to Plants Core Theme 3 Unit 1 LESSON 4: Lending / Borrowing - The Borrowers Core Theme 3 Unit 1 LESSON 5: Sharing - Share the Booty
Summer 2	Core Theme 1 Unit 5 LESSON 1: Sun Safety – It’s a Cover Up! Core Theme 1 Unit 5 LESSON 2: Road Safety – Green X Code Core Theme 3 Unit 3 LESSON 1: Money - Grows on Trees? Core Theme 3 Unit 3 LESSON 2: Money - Coining it in! Core Theme 3 Unit 3 LESSON 3: Money - Keep Money Safe

Additional lessons

1 – fact and opinion

2- safety zone lesson 1 – I can explain why work I create using technology belongs to me

3 – safety zone lesson 2- I can recognise that there are many people online who could make me feel sad, embarrassed or upset. If something happens that make me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust.

4 – safety zone lesson 3 - I can use the internet to find things out. I can use simple keywords in **search engines**. I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable, worried or frightened.

5 – safety zone lesson 4 - I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family’s name, where I go to school). I can explain why I should always ask a trusted adult before I share any information about myself online.

Year Two Overview

Autumn 1	Core Theme 2 Unit 4 LESSON 3: Friendship - Hola! Bonjour! Core Theme 2 Unit 4 LESSON 4: Friendship - Share Alike Core Theme 2 Unit 3 LESSON 1: Fair and Unfair - It's Not Fair! Core Theme 3 Unit 2 LESSON 1: Our School - Common Goals Core Theme 3 Unit 2 LESSON 2: Belonging - I Belong ... Core Theme 3 Unit 2 LESSON 3: Belonging - Join Our Club! Core Theme 2 Unit 5 LESSON 7: Staying Safe – I Don’t Know You
Autumn 2	Core Theme 2 Unit 3 LESSON 4: Right and Wrong - In the Right Core Theme 1 Unit 4 LESSON 5: Consequences - Good v Bad Core Theme 1 Unit 4 LESSON 6: Aspirations - It's a Goal! Core Theme 2 Unit 1 LESSON 4: Co-operation – Negotiation Core Theme 2 Unit 1 LESSON 5: Co-operation - Want to Play? Core Theme 2 Unit 1 LESSON 6: Co-operation - Let's Debate!

Spring 1	<p>Core Theme 1 Unit 2 LESSON 5: Keeping Clean - Bath-time</p> <p>Core Theme 1 Unit 2 LESSON 6: Skin - Skinny Tips</p> <p>Core Theme 1 Unit 2 LESSON 1: Dental Hygiene - Brushing Up!</p> <p>Core Theme 1 Unit 2 LESSON 2: Dental Hygiene - Bright White</p> <p>Core Theme 1 Unit 2 LESSON 3: Dental Hygiene - Top Teeth</p> <p>Core Theme 1 Unit 5 LESSON 3: Drug Safety - Magic Medicine</p>
Spring 2	<p>Core Theme 1 Unit 3 LESSON 1: Similarities and Differences - Boys v Girls</p> <p>Core Theme 1 Unit 3 LESSON 2: The Human Body - Body Bits</p> <p>Core Theme 1 Unit 3 LESSON 3: Growing Up - All Grown Up</p> <p>Core Theme 1 Unit 3 LESSON 4: Changing Needs - I Need</p> <p>Core Theme 1 Unit 1 LESSON 5: Physical Activity - Mighty Muscles</p> <p>Core Theme 1 Unit 1 LESSON 6: Exercise - Workout!</p>
Summer 1	<p>Core Theme 2 Unit 2 LESSON 5: Behaviour - Help Me!</p> <p>Core Theme 2 Unit 3 LESSON 3: Behaviour - In My Shoes</p> <p>Core Theme 2 Unit 3 LESSON 5: Teasing - Cry Baby!</p> <p>Core Theme 3 Unit 2 LESSON 4: Local Citizenship - Our Local Area</p> <p>Core Theme 3 Unit 2 LESSON 5: Local Citizenship - Community Care</p> <p>Core Theme 1 Unit 3 LESSON 5: Responsibility - Who's at Fault?</p>
Summer 2	<p>Core Theme 1 Unit 3 LESSON 6: Emotions – Mood Swings</p> <p>Core Theme 1 Unit 4 LESSON 3: Love - Three Little Words</p> <p>Core Theme 1 Unit 4 LESSON 4: Sadness - How to Cope</p> <p>Core Theme 3 Unit 3 LESSON 4: Money - Shopping List</p> <p>Core Theme 3 Unit 3 LESSON 5: Choices - This or That?</p> <p>Core Theme 3 Unit 3 LESSON 6: Enterprise - Dragons' Den</p>

Additional lessons

1 - Recognise the difference between 'fact' and 'opinion'. Recognise and know how to deal with situations involving confrontation. Recognise and respect similarities and differences between people.

2 - Understand the meanings of 'same' and 'different'. Recognise ways in which they are connected to each other. Understand that difference is a positive feature

3 – safety zone lesson 1 - I can explain how other people's identity online can be different to their identity in real-life. I can describe ways in which people might make themselves look different online. I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened. I can give examples of how I might get help.

4 – safety zone lesson 2 - I can give examples of how I might use technology to communicate with others I don't know well.

5 – safety zone lesson 3 - I can explain how information put online about me can last for a long time. I know who to talk to if I think someone has made a mistake about putting something online.

6 – safety zone lesson 4 - I can give examples of bullying behaviour and how it could look online. I understand how bullying can make someone feel. I can talk about how someone can / would get help about being bullied online or offline.

7 – safety zone lesson 5 - I can use keywords in search engines. I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons, links, tabs and sections). I can explain what voice activated searching is and how it might be used.

8 – safety zone lesson 6 - I can describe why other people's work belongs to them. I can recognise that content on the internet may belong to other people.

9 – safety zone lesson 7 - I can explain what passwords are and can use passwords for my accounts and devices. I can explain how many devices in my home could be connected to the internet and can list some of those devices.

Year Three Overview

Autumn 1	<p>Core Theme 1 Unit 6 LESSON 1: E-Safety – Online Chat Core Theme 1 Unit 6 LESSON 2: Online Privacy – The Secrets Jar Core Theme 1 Unit 6 LESSON 3: Online Privacy – E-Protection Core Theme 3 Unit 1 LESSON 1: Rules – I’m In Charge! Core Theme 3 Unit 1 LESSON 2: Thinking Ahead – Lesson Planning Core Theme 3 Unit 1 LESSON 3: Taking the Lead – Learning Time</p>
Autumn 2	<p>Core Theme 2 Unit 5 LESSON 1: Friendship – Best Features Core Theme 2 Unit 5 LESSON 2: Friendship – Circles Time Core Theme 2 Unit 5 LESSON 3: Friendship - Falling Out Core Theme 2 Unit 5 LESSON 4: Friendship – The BAFAs Core Theme 1 Unit 5 LESSON 1: Loss / Separation – Lost! Core Theme 1 Unit 5 LESSON 2: Loss / Separation – Found!</p>
Spring 1	<p>Core Theme 1 Unit 1 LESSON 1: Physical, Emotional and Mental – I Am Who I Am! Core Theme 1 Unit 1 LESSON 2: Physical, Emotional and Mental – Hearts and Minds Core Theme 1 Unit 1 LESSON 3: Physical, Emotional and Mental – Three in One Core Theme 1 Unit 2 LESSON 4: Sleep – Sweet Dreams</p>
Spring 2	<p>Core Theme 2 Unit 1 LESSON 1: Clear Messages – Dot, Dot, Dash Core Theme 2 Unit 1 LESSON 2: How to Listen – Listen Up! Core Theme 3 Unit 2 LESSON 1: Different Communities – My Community. Core Theme 3 Unit 2 LESSON 2: School Communities – School Swap</p>
Summer 1	<p>Core Theme 1 Unit 7 LESSON 1: Before Puberty – You’ve Grown! Core Theme 1 Unit 7 LESSON 2: Visible Changes – Mind the Gap Core Theme 1 Unit 8 LESSON 1: How to Help – Who to Call Core Theme 1 Unit 8 LESSON 2: Emergency Calls – Calling 999 Core Theme 1 Unit 8 LESSON 3: Emergency Calls – Ambulance, Now!</p>
Summer 2	<p>Core Theme 1 Unit 2 LESSON 1: A Balanced Approach – Define: Healthy Core Theme 1 Unit 2 LESSON 2: Physical Exercise – Active Kids? Core Theme 1 Unit 2 LESSON 3: Lifestyle Choices – It’s Your Choice Core Theme 2 Unit 2 LESSON 1: Working Together – Name Game Core Theme 2 Unit 2 LESSON 2: Working Together – Build It Up Core Theme 2 Unit 2 LESSON 3: Shared Goals – Better Places</p>

Additional lessons

1 - Understand the meaning and importance of resilience and courage. Recognise and know how to deal with situations involving peer pressure.

Year Four Overview

Autumn 1	<p>Core Theme 1 Unit 6 LESSON 4: Online Privacy – It’s Personal Core Theme 1 Unit 6 LESSON 5: Internet Use – Online Usage Core Theme 1 Unit 6 LESSON 6: Internet Use – Age Limits Core Theme 3 Unit 3 LESSON 1: Gender Stereotypes – His and Hers</p>
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Autumn 2	Core Theme 2 Unit 3 LESSON 1: Reactions - Frustration Core Theme 2 Unit 3 LESSON 2: Self-Worth – I’m a Marvel! Core Theme 2 Unit 3 LESSON 3: Persistence and Resilience - Don’t Give Up Core Theme 2 Unit 3 LESSON 4: Negative Persistence – Over and Over Core Theme 1 Unit 5 LESSON 5: Feelings - Overreacting
Spring 1	Core Theme 1 Unit 3 LESSON 1: A Balanced Diet – Plant or Animal? Core Theme 1 Unit 3 LESSON 2: A Balanced Diet – Balancing Act Core Theme 1 Unit 3 LESSON 3: Working with Food – Master Chef Core Theme 1 Unit 3 LESSON 4: Working with Food – Our Food Hall
Spring 2	Core Theme 2 Unit 1 LESSON 3: Responding to Others – Agony Aunts Core Theme 2 Unit 1 LESSON 4: Expressing Opinions – It’s Debatable Core Theme 1 Unit 5 LESSON 3: Loss / Separation – Left Behind Core Theme 1 Unit 5 LESSON 4: Family Changes – Two Homes
Summer 1	Core Theme 1 Unit 4 LESSON 1: Identified Strengths – I’m Good at That Core Theme 1 Unit 5 LESSON 6: Self-Respect – Let’s Rock! Core Theme 1 Unit 4 LESSON 2: Identified Strengths – Future Me Core Theme 1 Unit 4 LESSON 3: Setting Goals – That’s My Goal! Core Theme 1 Unit 4 LESSON 4: Setting Goals – The Impossible Dream
Summer 2	Core Theme 2 Unit 4 LESSON 1: Connections – Paper Chains Core Theme 2 Unit 4 LESSON 2: Family Links – Family Tree Core Theme 2 Unit 4 LESSON 3: Religious Views – Faith Findings Core Theme 2 Unit 4 LESSON 4: Celebrate Diversity – Inside Outside Core Theme 3 Unit 4 LESSON 1: Money Choices – A Million Dollars Core Theme 3 Unit 4 LESSON 2: Managing Money – Design Choices

Additional lessons

1 – Extreme reactions to different situations. To understand how extreme reactions can be harmful.

Year Five Overview

Autumn 1	Core Theme 3 Unit 1 LESSON 1: Structure – Just Imagine ... Core Theme 3 Unit 1 LESSON 2: Law and Order – In Charge Core Theme 3 Unit 1 LESSON 3: U.N. Rights – Our Rights Core Theme 2 Unit 4 LESSON 5: Online Relationships – A Risky Business Core Theme 1 Unit 5 LESSON 1: Drugs – Just Say No! Core Theme 1 Unit 5 LESSON 2: Alcohol – Drink Aware
Autumn 2	Core Theme 1 Unit 4 LESSON 1: Death and Grief – It’s Natural Core Theme 1 Unit 4 LESSON 2: Death and Grief - Poppies Core Theme 1 Unit 4 LESSON 3: Managing Conflict – Families at War Core Theme 3 Unit 2 LESSON 1: Community Event – We’re Cultured!
Spring 1	Core Theme 1 Unit 1 LESSON 2: Physical, Emotional and Mental – What’s Puberty? Core Theme 1 Unit 1 LESSON 3: Healthy Lifestyles – You Choose! Core Theme 1 Unit 5 LESSON 3: Tobacco – Up in Smoke Core Theme 1 Unit 5 LESSON 4: Substance Abuse – Let’s Be Frank

Spring 2	<p>Core Theme 1 Unit 1 LESSON 1: Physical, Emotional and Mental – 3-Dimensional</p> <p>Core Theme 2 Unit 1 LESSON 1: Confidentiality – Secret Info</p> <p>Core Theme 2 Unit 1 LESSON 2: Listening – I’m All Ears!</p> <p>Core Theme 2 Unit 1 LESSON 3: Responding – Scenarios</p>
Summer 1	<p>Core Theme 1 Unit 2 LESSON 1: Food Choices – Secret Eaters</p> <p>Core Theme 1 Unit 2 LESSON 2: Food Choices – Invention Team</p> <p>Core Theme 1 Unit 2 LESSON 3: Cooking – Michelin Stars</p> <p>Core Theme 2 Unit 4 LESSON 1: Physical Contact – Touch Sensitive</p>
Summer 2	<p>Core Theme 2 Unit 2 LESSON 1: Responding - Scrabble</p> <p>Core Theme 2 Unit 2 LESSON 2: Shared Goals – It’s All Go!</p> <p>Core Theme 2 Unit 2 LESSON 3: Community Spirit – All Join In</p> <p>Core Theme 1 Unit 5 LESSON 5: Basic First-Aid – First Aids Tips</p>

Additional lessons

1 - Recognise individuality and celebrate differences. Identify and challenge stereotypes, including LGBTQ+ and other minority groups.

Year Six Overview

Autumn 1	<p>Core Theme 1 Unit 3 LESSON 1: Identified Strengths – Big Dreams</p> <p>Core Theme 1 Unit 3 LESSON 2: Identified Strengths – Big Achievers</p> <p>Core Theme 1 Unit 3 LESSON 3: Setting Goals – ‘Super Futures’</p> <p>Core Theme 1 Unit 3 LESSON 4: Setting Goals – I Can Do That!</p> <p>Core Theme 1 Unit 5 LESSON 6: Internet Safety – Fake News</p>
Autumn 2	<p>Core Theme 2 Unit 3 LESSON 1: Race and Ethnicity – United States?</p> <p>Core Theme 2 Unit 3 LESSON 2: Gender Stereotypes – Jobs 4 All</p> <p>Core Theme 2 Unit 3 LESSON 3: Culture – Cultural Feast</p>
Spring 1	<p>Core Theme 1 Unit 1 LESSON 4: Physical Illness – Bleugh!</p> <p>Core Theme 1 Unit 1 LESSON 6: Immunisation – One Sharp Scratch</p> <p>Core Theme 2 Unit 4 LESSON 3: Marriage – I Promise...</p>
Spring 2	<p>Core Theme 1 Unit 1 LESSON 5: Healthy Minds – Young Minds</p> <p>Core Theme 2 Unit 4 LESSON 4: Mental Wellbeing – Mind Business</p> <p>Core Theme 2 Unit 4 LESSON 2: Support and Care - Connections</p>
Summer 1	<p>Core Theme 3 Unit 3 LESSON 1: Budgeting – Money Supermarket</p> <p>Core Theme 3 Unit 3 LESSON 2: Consumer Sense – Payment Terms</p> <p>Core Theme 3 Unit 3 LESSON 3: Consumer Sense – A Class Catalogue!</p>
Summer 2	<p>Core Theme 3 Unit 4 LESSON 1: Generating Income – Making Money</p> <p>Core Theme 3 Unit 4 LESSON 2: Generating Income – Raising Money</p>

Additional lessons

See Sex education unit paragraph below.

1 - Understand why it is important to focus on keeping healthy and take appropriate action by making healthy choices.

2 - Understand the term ‘risk’ and how it links to consequence.

3 - Understand the term ‘addiction’ and know some of the different forms it can take.

4 - Become familiar with the names of the most common drugs

5 - Understand how advertising influences our choices

3D PSHE Sex Education Unit (Year 6 only)

We use the 3D Sex Education Unit. This covers close relationships, including friendships that often form during puberty; the physical, mental and emotional changes that take place during puberty; sexual relationships; busting some myths about sex; the features of healthy and unhealthy relationships; gender identities.

3D PSHE Extremism and Radicalisation Unit

We use the 3D PSHE Extremism and Radicalisation Units. In KS1 we cover understanding the differences between 'fact' and 'opinion'; recognising and respecting similarities and differences between people; how to deal with confrontation; understanding that difference is a positive feature. In KS2 we look at how to deal with peer pressure and recognise and celebrate individuality and difference, how to identify and challenge stereotypes. (These are listed as part of the additional lessons under each year group above).

3D PSHE Substance Related Abuse Unit (Upper Key Stage 2 only)

We use the 3D Substance Related Abuse Unit. This covers keeping safe; understanding some of the consequences of risk-taking; knowing some of the different forms addiction can take; the names of the most common drugs; how advertising influences our choices. (These are listed as part of the additional lessons under each year group above).

SEND Intent

At Shawclough, we believe that every pupil, regardless of needs, disability, race or gender, has a right to equal access to a broad and balanced curriculum. We present this subject in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential. We recognise every child as an individual, promoting self-esteem, independence, respect and responsibility. We work closely in partnership with parents and the wider community, as we understand that this is effective in helping children to learn and develop. We encourage children to be proactive in their learning by helping them to understand what they are good at and what they can do to get better.

It is our intent for all children with additional needs to:

- Have access to a broad balanced and relevant curriculum
- Be happy and feel secure.
- Be included.
- Achieve their very best.
- Demonstrate personal development and growth.
- Make good progress based on their personalised targets and Individual Provision Map (IPM)
- Experience wider activities leading to greater independence.
- Make effective independent decisions.

Monitoring of the Policy

The policy will be monitored by the PSHCE developer using the following approaches:

- discussion with teachers, including reflection on planned lessons
- discussing samples of children's work
- discussions with children to understand their point of view and understandings

- observation of planned lessons
- considering INSET needs of staff

Review

The P.S.H.C.E. Manager monitors the policy. A full review will be instituted in September 2023 in line with the statutory guidance from the DfE.