

PSHE Education Policy

Name of school: St Aidan's Church of England Primary Academy

Date of policy: 25.11.24

Members of staff responsible for PSHE Education: Mrs Harrison and Miss Cornall

Line Manager (Member of SLT): Mrs Harrison- Headteacher

Review date: 25.11.24

1. How this Policy was developed?

This policy was written by Miss Cornall and developed in consultation with parents, teachers and other school staff, governors and the pupils at St Aidan's Church of England Primary Academy. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's governing body.

2. Legal requirements of schools

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

Health Education is also statutory in all schools¹.

We at St Aidan's Church of England Primary Academy school 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 Personal, Social, Health Economic (PSHE) education provision.

3. 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.

The school's PSHE provision supports the school's aims of developing confident citizens 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

entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, 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.

4. How PSHE education, including Relationships Education, is provided and who is responsible for this

At St Aidan's Church of England Primary Academy, we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices². It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. The school council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject lead, Charlotte Cornall works in conjunction with teaching staff in each year group and the phase leads (EYFS, KS1 and KS2) and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

² SCARF long term planning document <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/policy-and-planning>
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Class teachers follow the suggested and adapted six half termly units provided by SCARF for each year where appropriate- see the curriculum overview. Lessons can be a weekly standalone PSHE lesson or can be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

5. What is being taught

In the appendices can be found the SCARF medium term planning for both Key stage 1 and 2 and the Early Years Foundation Stage³ as well an overview of our Science programmes of study⁴.

The Early Years Foundation Stage

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.

KS1 and KS2

The SCARF programme divides the year into 6 themed units. Please see our matrix overview in appendix 1:

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.

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

³ SCARF medium term planning documents <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/policy-and-planning>

⁴ Relationships and Sex Education can also be found within National Curriculum Science

own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including the specific body parts used for reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. We do not teach how a baby is conceived, whether through sexual intercourse or IVF as this is non-statutory sex education. The information children are taught in 'Growing and Changing units' that are taught at the end of every academic year in the summer term builds on content they have previously learnt in the programme about relationships, puberty changes and named parts of the body used in reproduction. This knowledge lays the foundations for their ongoing Relationships and Sex Education in their secondary phase. Please see our RSE policy. Elements of PSHE are also delivered by our school nurse team in external sessions that coincide with the curriculum taught. All visitors reflect the school's values and ethos and works effectively alongside our planned programme and published policy. Visitors we do have to our school adhere to our Safeguarding policy and procedures.

6. How PSHE education, including Relationships Education, is taught

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy which can be found on our school's website.

Support is provided to children experiencing difficulties on a one-to-one basis, via our welfare staff and Thrive (when necessary). Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found in the library.

7. How PSHE education is monitored, evaluated and assessed

We use three methods of monitoring and assessing learning within PSHE at St Aidan's Church of England Primary Academy: [SCARF's three different assessment strands here.](#)

SCARF Progress

For each of the six units we carry out a specially designed pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This both teacher and child to see what progress has been made over the course of each half- termly unit of lesson plans.

SCARF Success

At the end of a unit we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

Wearing my SCARF

This approach encourages children to reflect personally on their learning. They can record what they found helpful, thought-provoking, challenging and where their learning might take them to next. This also plays a key role in helping us to evaluate the programme.

This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

The PSHE education subject lead gives the head teacher a review of PSHE in which teaching and learning of the subject is evaluated. Areas for development are also identified. The PSHE education subject lead has specially-allocated regular management time, enabling them to review evidence of the children's work and monitor any assessments made.

8. How the delivery of the content will be made accessible to all pupils

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE considers the targets set for individual children in their Individual Education Plans (IEPs).

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to

help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

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 and inclusion in Relationships Education.

Research shows that, on average, about 5% of pupils will go on to define themselves as gay, lesbian, or bi-sexual. It is possible that some pupils will also have LGB parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Please request to see the school's policy on anti-bullying, equality, diversity and inclusion for further information.

9. Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

At our school, RSE education will be taught to all children in line with The National Curriculum expectations unless you opt out from these sessions for your child. Please see our RSE policy. A request to withdraw must be sent to the head teacher in writing. Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as 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 (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead).

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught

and when, will be provided letters home/newsletters. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own family's values in regards to relationships and sex alongside the information they receive at school.

10. Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE education be required, please contact the PSHE education lead Miss Cornall (Year 6).

11. Policy Review and Development Plan

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils.

12. Sources of Further Information

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)

This policy should be read in conjunction with the following:

- School's own Safeguarding/Child Protection policy (inc. responding to disclosures)
- School's own Confidentiality policy
- School's own Anti-bullying policy
- School's own Equality, diversity and inclusion policy
- DfE 'Keeping children safe in education' (2024)

Useful resources/Appendix

SCARF – policy and planning: templates, guidance, curriculum mapping and assessment tools (available online).

Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document: supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources:

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films> (password protected).

PSHE Association PSHE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-pshe-education-policy-your-school> (members only)

The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>

The PSHE Association assessment guides for key stage 1-2 explain how PSHE teachers can use an ipsative model of assessment in PSHE education, and describe a wide range of methods available to assess progress, with accompanying examples from real classrooms.

<https://www.pshe-association.org.uk/system/files/Primary%20assessment%20guide.pdf>

Appendix 1 PSHE overview

PSHE Overview

	Autumn	Spring	Summer
Year 1	<p>Me and My Relationships Includes feelings. Emotions, conflict, resolution and friendship Valuing Difference Includes British Values focus</p>	<p>Keeping Myself Safe Includes aspects of relationships education Rights and Responsibilities Includes money / living in the wider world/environment</p>	<p>Being My Best Included keeping healthy, growth mindset, goal setting and achievement Growing and Changing Includes RSE related issues</p>
Year 2	<p>Me and My Relationships Includes feelings. Emotions, conflict, resolution and friendship Valuing Difference Includes British Values focus</p>	<p>Keeping Myself Safe Includes aspects of relationships education Rights and Responsibilities Includes money / living in the wider world/environment</p>	<p>Being My Best Included keeping healthy, growth mindset, goal setting and achievement Growing and Changing Includes RSE related issues</p>
Year 3	<p>Me and My Relationships Includes feelings. Emotions, conflict, resolution and friendship Valuing Difference Includes British Values focus</p>	<p>Keeping Myself Safe Includes aspects of relationships education Rights and Responsibilities Includes money / living in the wider world/environment</p>	<p>Being My Best Included keeping healthy, growth mindset, goal setting and achievement Growing and Changing Includes RSE related issues</p>
Year 4	<p>Me and My Relationships Includes feelings. Emotions, conflict, resolution and friendship Valuing Difference Includes British Values focus</p>	<p>Keeping Myself Safe Includes aspects of relationships education Rights and Responsibilities Includes money / living in the wider world/environment</p>	<p>Being My Best Included keeping healthy, growth mindset, goal setting and achievement Growing and Changing Includes RSE related issues</p>
Year 5	<p>Me and My Relationships Includes feelings. Emotions, conflict, resolution and friendship Valuing Difference Includes British Values focus</p>	<p>Keeping Myself Safe Includes aspects of relationships education Rights and Responsibilities Includes money / living in the wider world/environment</p>	<p>Being My Best Included keeping healthy, growth mindset, goal setting and achievement Growing and Changing Includes RSE related issues</p>
Year 6	<p>Me and My Relationships Includes feelings. Emotions, conflict, resolution and friendship Valuing Difference Includes British Values focus</p>	<p>Keeping Myself Safe Includes aspects of relationships education Rights and Responsibilities Includes money / living in the wider world/environment</p>	<p>Being My Best Included keeping healthy, growth mindset, goal setting and achievement Growing and Changing Includes RSE related issues</p>

Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	<p><u>All about me</u></p> <p><u>What makes me special</u></p> <p><u>Me and my special people</u></p> <p><u>Who can help me?</u></p> <p><u>My feelings</u></p>	<p><u>I'm special, you're special</u></p> <p><u>Same and different</u></p> <p><u>Same and different families</u></p> <p><u>Same and different homes</u></p> <p><u>I am caring</u></p> <p><u>I am a friend</u></p>	<p><u>What's safe to go onto my body</u></p> <p><u>Keeping Myself Safe - What's safe to go into my body (including medicines)</u></p> <p><u>Safe indoors and outdoors</u></p> <p><u>Listening to my feelings</u></p> <p><u>Keeping safe online</u></p> <p><u>People who help to keep me safe</u></p>	<p><u>Looking after my special people</u></p> <p><u>Looking after my friends</u></p> <p><u>Being helpful at home and caring for our classroom</u></p> <p><u>Caring for our world</u></p> <p><u>Looking after money (1): recognising, spending, using</u></p> <p><u>Looking after money (2): saving money and keeping it safe</u></p>	<p><u>Bouncing back when things go wrong</u></p> <p><u>Yes, I can!</u></p> <p><u>Healthy eating</u></p> <p><u>My healthy mind</u></p> <p><u>Move your body</u></p> <p><u>A good night's sleep</u></p>	<p><u>Seasons</u></p> <p><u>Life stages - plants, animals, humans</u></p> <p><u>Life Stages: Human life stage - who will I be?</u></p> <p><u>Where do babies come from?</u></p> <p><u>Getting bigger</u></p> <p><u>Me and my body - girls and boys</u></p>
Y1	<p><u>Why we have classroom rules</u></p> <p><u>How are you listening?</u></p> <p><u>Thinking about feelings</u></p> <p><u>Our feelings</u></p> <p><u>Feelings and bodies</u></p> <p><u>Good friends</u></p>	<p><u>Same or different?</u></p> <p><u>Unkind, tease or bully?</u></p> <p><u>Harold's school rules</u></p> <p><u>It's not fair!</u></p> <p><u>Who are our special people?</u></p> <p><u>Our special people balloons</u></p>	<p><u>Super sleep</u></p> <p><u>Who can help? (1)</u></p> <p><u>Good or bad touches?</u></p> <p><u>Sharing pictures</u></p> <p><u>What could Harold do?</u></p> <p><u>Harold loses Geoffrey</u></p>	<p><u>Harold has a bad day</u></p> <p><u>Around and about the school</u></p> <p><u>Taking care of something</u></p> <p><u>Harold's money</u></p> <p><u>How should we look after our money?</u></p> <p><u>Basic first aid</u></p>	<p><u>I can eat a rainbow</u></p> <p><u>Eat well</u></p> <p><u>Harold's wash and brush up</u></p> <p><u>Catch it! Bin it! Kill it!</u></p> <p><u>Harold learns to ride his bike</u></p> <p><u>Pass on the praise!</u></p>	<p><u>Healthy me</u></p> <p><u>Then and now</u></p> <p><u>Taking care of a baby</u></p> <p><u>Who can help? (2)</u></p> <p><u>Surprises and secrets</u></p> <p><u>Keeping privates private</u></p>

Y2	<p><u>Our ideal classroom (1)</u></p> <p><u>How are you feeling today?</u></p> <p><u>Let's all be happy!</u></p> <p><u>Being a good friend</u></p> <p><u>Types of bullying</u></p> <p><u>Don't do that!</u></p>	<p><u>What makes us who we are?</u></p> <p><u>My special people</u></p> <p><u>How do we make others feel?</u></p> <p><u>When someone is feeling left out</u></p> <p><u>An act of kindness</u></p> <p><u>Solve the problem</u></p>	<p><u>Harold's picnic</u></p> <p><u>How safe would you feel?</u></p> <p><u>What should Harold say?</u></p> <p><u>I don't like that!</u></p> <p><u>Fun or not?</u></p> <p><u>Should I tell?</u></p>	<p><u>Getting on with others</u></p> <p><u>When I feel like erupting</u></p> <p><u>Feeling safe</u></p> <p><u>Playing games</u></p> <p><u>Harold saves for something special</u></p> <p><u>How can we look after our environment?</u></p>	<p><u>You can do it!</u></p> <p><u>My day</u></p> <p><u>Harold's postcard - helping us to keep clean and healthy</u></p> <p><u>Harold's bathroom</u></p> <p><u>What does my body do?</u></p> <p><u>Basic first aid</u></p>	<p><u>A helping hand</u></p> <p><u>Sam moves away</u></p> <p><u>Haven't you grown!</u></p> <p><u>My body, your body</u></p> <p><u>Respecting privacy</u></p> <p><u>Some secrets should never be kept</u></p>
Y3	<p><u>As a rule</u></p> <p><u>Looking after our special people</u></p> <p><u>How can we solve this problem?</u></p> <p><u>Friends are special</u></p> <p><u>Thanks</u></p> <p><u>Dan's dare</u></p>	<p><u>Respect and challenge</u></p> <p><u>Family and friends</u></p> <p><u>My community</u></p> <p><u>Our friends and neighbours</u></p> <p><u>Let's celebrate our differences</u></p> <p><u>Zeb</u></p>	<p><u>Safe or unsafe?</u></p> <p><u>Danger or risk?</u></p> <p><u>The Risk robot</u></p> <p><u>Super Searcher</u></p> <p><u>Help or harm?</u></p> <p><u>Alcohol and cigarettes: the facts</u></p>	<p><u>Helping each other to stay safe</u></p> <p><u>Recount task</u></p> <p><u>Our helpful volunteers</u></p> <p><u>Can Harold afford it?</u></p> <p><u>Earning money</u></p> <p><u>Harold's environment project</u></p>	<p><u>Derek cooks dinner! (healthy eating)</u></p> <p><u>Poorly Harold</u></p> <p><u>Body teamwork</u></p> <p><u>For or against?</u></p> <p><u>I am fantastic!</u></p> <p><u>Top talents</u></p>	<p><u>Relationship tree</u></p> <p><u>Body space</u></p> <p><u>None of your business!</u></p> <p><u>Secret or surprise?</u></p> <p><u>Basic first aid</u></p>
Y4	<p><u>Human machines</u></p> <p><u>Ok or not ok? (part 1)</u></p> <p><u>Ok or not ok? (part 2)</u></p> <p><u>An email from Harold!</u></p> <p><u>Different feelings</u></p> <p><u>Under pressure</u></p>	<p><u>Can you sort it?</u></p> <p><u>What would I do?</u></p> <p><u>The people we share our world with</u></p> <p><u>That is such a stereotype!</u></p> <p><u>Friend or acquaintance?</u></p> <p><u>Islands</u></p>	<p><u>Danger, risk or hazard?</u></p> <p><u>How dare you!</u></p> <p><u>Keeping ourselves safe</u></p> <p><u>Raisin challenge (2)</u></p> <p><u>Picture wise</u></p> <p><u>Medicines: check the label</u></p>	<p><u>Who helps us stay healthy and safe?</u></p> <p><u>It's your right</u></p> <p><u>How do we make a difference?</u></p> <p><u>In the news!</u></p> <p><u>Safety in numbers</u></p> <p><u>Why pay taxes?</u></p>	<p><u>What makes me ME!</u></p> <p><u>Making choices</u></p> <p><u>SCARF hotel</u></p> <p><u>Harold's Seven Rs</u></p> <p><u>My school community (1)</u></p> <p><u>Basic first aid</u></p>	<p><u>Moving house</u></p> <p><u>My feelings are all over the place!</u></p> <p><u>Secret or surprise?</u></p> <p><u>Together</u></p>

Y5	<p><u>Collaboration Challenge!</u></p> <p><u>Give and take</u></p> <p><u>How good a friend are you?</u></p> <p><u>Relationship cake recipe</u></p> <p><u>Our emotional needs</u></p> <p><u>Being assertive</u></p>	<p><u>Qualities of friendship</u></p> <p><u>Kind conversations</u></p> <p><u>Happy being me</u></p> <p><u>The land of the Red People</u></p> <p><u>Is it true?</u></p> <p><u>Stop, start, stereotypes</u></p>	<p><u>Spot bullying</u></p> <p><u>Play, like, share</u></p> <p><u>Decision dilemmas</u></p> <p><u>Ella's diary dilemma</u></p> <p><u>Vaping: healthy or unhealthy?</u></p> <p><u>Would you risk it?</u></p>	<p><u>What's the story?</u></p> <p><u>Fact or opinion?</u></p> <p><u>Mo makes a difference</u></p> <p><u>Rights, respect and duties</u></p> <p><u>Spending wisely</u></p> <p><u>Lend us a fiver!</u></p>	<p><u>It all adds up!</u></p> <p><u>Different skills</u></p> <p><u>My school community (2)</u></p> <p><u>Independence and responsibility</u></p> <p><u>Star qualities?</u></p> <p><u>Basic first aid, including Sepsis Awareness</u></p>	<p><u>How are they feeling?</u></p> <p><u>Taking notice of our feelings</u></p> <p><u>Dear Ash</u></p> <p><u>Help! I'm a teenager - get me out of here!</u></p> <p><u>School Nurse: Puberty, Growing Up and Changing Bodies, Preparing for Puberty.</u></p>
Y6	<p><u>Working together</u></p> <p><u>Let's negotiate</u></p> <p><u>Solve the friendship problem</u></p> <p><u>Behave yourself</u></p> <p><u>Assertiveness skills</u></p> <p><u>Don't force me</u></p> <p><u>Acting appropriately</u></p>	<p><u>OK to be different</u></p> <p><u>We have more in common than not</u></p> <p><u>Respecting differences</u></p> <p><u>Tolerance and respect for others</u></p> <p><u>Advertising friendships!</u></p> <p><u>Boys will be boys? - challenging gender stereotypes</u></p>	<p><u>Think before you click!</u></p> <p><u>To share or not to share?</u></p> <p><u>Rat Park</u></p> <p><u>What sort of drug is...?</u></p> <p><u>Drugs: it's the law!</u></p> <p><u>Alcohol: what is normal?</u></p>	<p><u>Two sides to every story</u></p> <p><u>Facebook friends</u></p> <p><u>What's it worth?</u></p> <p><u>Happy shoppers - caring for the environment</u></p> <p><u>Democracy in Britain 1 - Elections</u></p> <p><u>Democracy in Britain 2 - How (most) laws are made</u></p>	<p><u>This will be your life!</u></p> <p><u>Our recommendations</u></p> <p><u>What's the risk? (1)</u></p> <p><u>What's the risk? (2)</u></p> <p><u>Basic first aid, including Sepsis Awareness</u></p> <p><u>Five Ways to Wellbeing project</u></p>	<p><u>I look great!</u></p> <p><u>Media manipulation</u></p> <p><u>Pressure online</u></p> <p><u>Helpful or unhelpful? Managing change</u></p> <p><u>Is this normal?</u></p> <p><u>School Nurse: Puberty, Growing Up and Changing Bodies, Preparing for Puberty.</u></p>

Progression in PSHE



Children will be made aware of different agencies available to support young children such as the NSPCC, ChildLine, as well as other Mental Health Charities such as Young Minds and The Children's Society.

