



Castlecroft Primary School

P.S.H.E. Policy (Personal, Social, Health & Economic education policy)

Head Teacher: Mr A Dyall

Co-ordinator: Mrs S Birbeck-Simpson

Policy Adopted/updated: May 2023

Policy to be reviewed May 2024

(This policy cannot be seen in isolation. It works in conjunction with our RSE Policy, Drugs Education Policy, Anti Bullying Policy, Whole School Food Policy and Physical Activity Policy)

CASTLECROFT PRIMARY SCHOOL

Background Information

Castlecroft Primary School is an above average size one form entry Primary School with a Nursery class. It provides education for 250 pupils; 124 boys and 126 girls including Nursery, and including 6 places for pupils with visual impairment who are fully integrated into the 7 classes. (These children are supported within classes by qualified VI teaching assistants who in conjunction with the class teacher adapt activities and resources for the children in their care advised by the VI qualified teacher: Mr. P.Dimmock.)

The area served by the school is one of mixed private and rented local authority housing. Pupils are however also drawn from beyond the immediate vicinity. About 10% of pupils come from a minority ethnic background and have English as an additional language. 16% of our children are on the Special Needs Register. The proportion of Pupil Premium pupils is currently 30%.

The development of this policy: At Castlecroft, we value the importance of good PSHE and RSE education in the development of our children and in fulfilling the school aims.

The consultation and policy development process involved the following steps:

1. Review - a working group made up of D.Wales (PSHE/RSE co-ordinator) and S.Birbeck-Simpson (deputy head) pulled together all relevant information
2. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation - The policy was shared with parents during the RSE policy parental consultation in Feb 2021. Parents were given the opportunity to ask questions about the policy via a designated parent feedback email

4. Ratification - the curriculum committee (of the governing body) were involved in the review of the policy. The full governing body ratified the final policy. When reviewing the policy this responsibility may be delegated at the discretion of the Governing Body.

Dissemination

The policy will be distributed to all teaching and non-teaching members of staff. Copies of the policy document are available to all parents via the school's website. A hard copy of this policy can also be obtained free of charge via the school office if required.

What is Personal, Social and Health and Economic education?

Personal, social and health and economic education (PSHE) is a planned element of the school curriculum that helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens in a rapidly changing world. In undertaking PSHE, children learn to recognise their own worth, work well with others and become increasingly responsible for their own behaviour and learning. They learn to respect our common humanity, diversity and differences. They find out about political and social institutions which affect their lives, as well as their rights and duties as individuals and members of society.

When considering our programme, and to ensure best practice, we draw upon guidance from the national subject body for PSHE, the PSHE Association and their suggested Programme of Study. From September 2020, all Primary schools in England are required to deliver Relationships and Health Education curriculum content. Both of these themes are delivered as part of our broader PSHE education provision in school, along with some additional non-statutory sex education provision. Please see our school Relationships and Sex Education (RSE) policy for further specific information on our approach to RSE at Castlecroft Primary School.

Health Education requirements covered within PSHE are:

- Mental wellbeing

- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

For more information on the topics covered within these themes, the current statutory RSHE guidance document from the DfE document can be viewed here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

As per the DfE guidance document, there is no parental right of withdrawal from Relationships or Health Education content within the school curriculum. Please see the school's RSE policy for information about parental right of withdrawal from non-statutory sex education.

We are committed to working with parents and carers. We would encourage any parent or carer to contact us if they wish to discuss any element of our PSHE programme.

Aims and objectives of PSHE

We believe that good quality PSHE education enables children to become healthier, more independent and more responsible members of society.

Our PSHE curriculum is designed to ensure we achieve the school aims of

- To develop young people who are confident, independent learners with high self-esteem and high aspirations who have experienced success and enjoyment at school.
- To provide the opportunities, responsibilities and experiences to allow children to feel part of wider society and to prepare them to make positive contributions as citizens of Modern Britain.
- To develop the knowledge, skills, strategies and resilience to enable our children to stay happy, active, healthy and safe,

We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the School Council elections and decisions or by being part of the actual council.

We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. Indeed, the teaching of PSHE helps in many ways to meet the objectives set out in the Children's Act 2004 (Every Child Matters) - 'that to be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being'.

At Castlecroft we strive to develop the children's spiritual, moral, social and cultural (SMSC) development and this policy is linked to the School's SMSC Policy. As part of our PSHE lessons we also deliver key elements of Citizenship such as those contained within the PSHE Association programme of study. We feel that this gives our children the best opportunity to learn and experience themes that will help them with their lives now and in the future.

We have further strengthened our curriculum by building in extra lessons on areas of PSHE that we feel our school community would benefit from. These decisions were made in consultation with governors and all staff.

Our broad objectives in the teaching of PSHE are for all our children:

- To become competent in the skills required for everyday living: especially social, emotional and inter-personal skills.
- To learn the value of love, respect and care
- To become self-reliant, self-disciplined and have self-respect.
- To develop independent thinking skills which will allow them to make sensible choices in all areas of life.
- To take initiative and act responsibly as an individual and member of the family, class, school and local, wider and world communities

- To have respect for others: to respect peoples' points of view, beliefs and opinions and to be considerate of others.
- To be thoughtful and responsible members of their community and their school,
- To develop and maintain a variety of healthy relationships in a range of contexts,
- To manage and recognise emotions and feelings and be able to articulate these feelings
- To make informed choices regarding personal and social issues,
- To recognise equality and diversity,
- To know and understand what is meant by an active healthy lifestyle including physical health and mental and emotional well being.
- To promote a positive attitude to an active, healthy lifestyle and keeping safe
- To be aware of safety issues and how to keep themselves safe, including recognising and managing risk,
- To become active members of a democratic society and understand their responsibilities around this,
- To develop an understanding around money and job roles, the value of money and the part that money plays in their lives as well as within the community.
- To have an enterprising and positive approach to activities and challenges.
- To have an understanding of fair play and the need for rules.

At Castlecroft we always take a positive and age appropriate approach to PSHE which focuses on helping children to keep themselves and others safe, happy and prepare them for the future. The following quotes from the PSHE Association and the DfE outline what we believe PSHE is about.

"PSHE education equips children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives." PSHE Association

"Personal, social, health and economic (PSHE) education is a planned programme of school-based learning opportunities and experiences that deal with the real life issues children and young people face as they grow

up. It comprises two strands: personal well-being and economic well-being." DfE

This policy cannot be seen in isolation. It works in conjunction with our RSE Policy, Drugs Education Policy, Bullying Policy, Whole School Food Policy and Physical Activity Policy. Each of these areas of Curriculum Provision has a policy in its own right but many elements will be delivered or complemented through PSHE and we therefore include them in the main body of the content of PSHE taught and the skills developed.

The National Curriculum

The Education Act 2002 (Section 78) states that every state funded school must offer a curriculum which is balanced, and broadly based and which

(a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and

(b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Schools have a statutory duty to promote young people's wellbeing. As our school is a place of learning and our intention is to create independent young people, it is essential that we provide the learning to enable our students to take increasing responsibility for their wellbeing.

Although the subject itself is non-statutory, we feel that the provision of a comprehensive, developmental PSHE education programme, is essential in achieving the aims of the National curriculum.

A thorough PSHE curriculum set within a school that models supportive behaviours and offers opportunities for young people to practise personal and social skills and make real decisions about their lifestyle, will be essential in achieving our aims for our children.

PSHE Topics

At Castlecroft our PSHE curriculum is written in conjunction with the government statutory RSE and Health education and The PSHE

Association Programme of study. Below are some of the topics we cover through our PSHE lessons. Please also see our topic overview for PSHE.

Citizenship

Pupils learn about socially and morally responsible behaviour through classroom activities, role play and discussion and through experiences in our wider curriculum. They will also cover topics which will help them prepare to become an active and valuable citizen within the community. Citizenship gives pupils the knowledge, skills and understanding to play an effective role in society at local, national and international levels. It promotes their spiritual, moral, social and cultural development, making them more self-confident and responsible both within and beyond school.

Drugs, Alcohol and Tobacco

At Castlecroft we prepare young people to lead confident, healthy, safe and independent lives. Therefore, education about drugs, alcohol and tobacco is crucial. We cover these in an age appropriate way as part of our PSHE curriculum. As mandated by the DfE statutory Health Education requirements, pupils will be taught about the facts about legal/illegal and harmful substances and associated risks, including smoking, alcohol use and drug taking.

Emotional Health and Wellbeing

All pupils are made aware of the emotional health issues that we all face, and are encouraged to support their peers. Pupils will be taught about a range of feelings and how to deal with them and will develop a wide vocabulary to express these feelings.

As a school, we support our pupils Emotional health and well being in a variety of ways beyond the curriculum. This may be for instance assemblies and workshops based on topical issues or getting involved in national events such as anti-bullying week.

We also offer nurture groups for pupils we feel would benefit from further support and the opportunity for individuals to work with an external counsellor when appropriate.

The school's commitment to our children's mental and emotional well being is demonstrated by the fact that all our staff are trained in emotion coaching. (Emotion Coaching is a communication strategy which

supports young people to self regulate and manage their stress responses. It was originally developed in the USA by a psychologist John Gottman and is gaining ground in the UK as an effective way to nurture mental health and wellbeing in education settings.)

Nutrition and Physical Activity

A healthy balance of different types of food provides the energy and nourishment everyone needs to survive and to enjoy life. Children are taught what constitutes a healthy diet; the principals of planning and preparing healthy meals (linked to the D.T curriculum); characteristics of a poor diet and the risks involved (such as obesity-related diseases and tooth decay) and other behaviours which impact on diet and health such as the consumption of alcohol.

Personal Finance

Our PSHE curriculum reflects the fact that education is about helping pupils to develop the knowledge, skills and understanding they need, including developing financial capability, to live confident, independent lives. We look at these things through our topic on "Living in the wider world," where we also look at jobs and careers and the idea that our skills and strengths will help us choose fulfilling jobs. Annually, children take part in our Maths enterprise event where they plan, make and sell goods at the Summer fair for a profit which is then used to purchase items for their class.

Safety

Pupils should have an age appropriate understanding of how to keep themselves safe in a range of situations. Safety education helps them to recognise potential risks and where to go for information, advice and support if they need it.

Relationships and Sex Education (RSE)

Effective RSE is crucial to developing and maintaining emotional and physical health. Please see our separate RSE policy and PSHE overview for more details about our approach to teaching RSE at Castlecroft.

Teaching and Learning

We use a range of teaching and learning styles to meet our PSHE Curriculum. We emphasise active learning by including the children in discussions, investigations and problem solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, eg. Charity fundraising, the planning of special school events (such as assemblies and performances) or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, fire fighters and police, whom we invite into the School to talk about their role in creating a positive and supportive local community. Our PSHE education programme, is taught in a cyclical way across Key Stages 1 and 2, so that learning can be built upon in a way that is appropriate to the age and maturity of each child and enables them to successfully manage the challenges they face as they grow up.

Creating a safe learning environment

Some topics in PSHE can be sensitive for many pupils and teachers. To get the most out of lessons it is important that a safe learning environment is created.

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. During PSHE/RSE lessons and discussions staff will establish clear ground rules with pupils to ensure that children feel safe, listened to and supported. As part of this process staff will always re-visit the schools confidentiality rules (see confidentiality policy).

Managing questions

Our children are encouraged to ask questions and our teachers will answer them as openly and honestly as possible in an age related manner. However for sensitive topics our "Askit basket" system will be used to

encourage participation without embarrassment and to ensure that inappropriate questions are not asked.

Teachers will use specific ground rules for this work which will clarify boundaries for children/young people, and mitigate disclosures in class

- clarify that personal questions should not be asked
- clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, pastoral staff.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child.

Confidentiality & Safeguarding

Teachers are aware that some PSHE topics for example what is not appropriate in relationships, or discussions about the dangers of drug misuse can lead to a disclosure of a child protection issue during PSHE/RSE sessions or to other staff after sessions. This will be followed up and dealt with in line with our school safeguarding policy. Whilst teachers conduct PSHE lessons in a sensitive manner and in confidence, children are informed that teachers cannot guarantee absolute confidentiality if they or someone else may be at risk of harm. (See confidentiality policy for more information)

Promoting pupils spiritual, moral, social and cultural (SMSC) development through the PSHE curriculum

Whilst SMSC is not solely taught through the PSHE curriculum, we recognise that PSHE provides an excellent opportunity to promote SMSC.

For example, our curriculum provides opportunities for:

- spiritual development, through fostering pupils' awareness and understanding of meaning and purpose in life and of differing values in human society

- moral development, through helping pupils develop a critical appreciation of issues of right and wrong, justice, fairness, rights and obligations in society
- social development, through helping pupils acquire the understanding and skills needed to become responsible and effective members of society
- cultural development, through helping pupils understand the nature and role of the different groups to which they belong, and promoting respect for diversity and difference.

Links to other aspects of the curriculum

PSHE is not a topic which will only be covered during PSHE lessons. Other subjects throughout the curriculum will also link to topics within our PSHE programme. For example:

- thinking skills, through helping pupils to engage in social issues that require the use of reasoning, understanding and action through enquiry and evaluation
- financial capability, through developing pupil's understanding of the nature and role of money in society and developing skills in its use
- enterprise and entrepreneurial skills, through developing pupils' understanding of the importance of these skills for a thriving economy and democracy
- work-related learning, through helping pupils to appreciate the link between learning and work for a thriving economy and society

PSHE Curriculum Planning and Delivery:

The PSHE coordinator Mrs D. Wales is responsible for the organisation and coordination of the subject. Our programme of study is made up of high quality age appropriate teaching resources taken from reputable

national organisations, In order to prioritise the important teaching that happens in PSHE Class teachers in each Key stage have a designated timetabled lesson in the morning each week. This allows teachers to free up support staff to run nurture groups with smaller groups.

When planning PSHE lessons teachers will begin each topic by assessing the children's prior knowledge with an age appropriate baseline assessment activity. This will enable staff to have a clear understanding of which prior learning has not been retained and where to focus any pre-teaching.

Teaching staff are supported by detailed medium term planning based on the PSHE association programme of study strengthened with extra school topics. Teachers have dedicated staff meeting time each term to plan their PSHE teaching supported by the PSHE co-ordinator and deputy headteacher and this will continue until the new curriculum is fully embedded.

As a school we deliver topics in a variety of ways. Sometimes, for example, when dealing with issues in drugs education, we teach PSHE as a discrete subject. On other occasions, we introduce PSHE topics through teaching in other subjects. For example, when teaching about local environmental issues in geography, we offer pupils the opportunity to find out who is responsible for the maintenance and upkeep of local parks and cycle paths.

Also, as there is a large overlap between the programme of study from religious education and the aims of PSHE, we deliver a considerable amount of PSHE through our religious education lessons. We also develop PSHE through various activities and whole school events, eg. The school council representatives from each class meet regularly to discuss school matters. The School is committed to providing a setting where the responsible choice becomes the easy choice.

The personal and social development of young people is the responsibility of all. The school also provides a 'healthy school's climate and culture; and strong pastoral team who have systems in place to offer extra support to any child who needs it.

The Foundation Stage

In our foundation stage classes (Reception and nursery) PSHE and Citizenship are taught within the areas of: "personal, social and emotional development" and "understanding the world". These areas of development are an integral part of all topics taught. These areas are evidenced through careful observations and are an important part of our children's learning journey.

Hidden curriculum

The PSHE education programme is just one part of what the school does to help young people develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The learning provided by the PSHE education programme supports and is supported by other curriculum areas, cross curricular learning opportunities, the school's commitment to providing a healthy climate and culture and the pastoral system.

The personal and social development of young people is the responsibility of all staff, in partnership with families and the wider community. Where appropriate, the school encourages their involvement in the programme.

Additional support and opportunities

Our PSHE curriculum allows us to identify children who may need extra support with particular areas and so school provides a range of nurture groups for children who may need more of a focus in particular areas such as emotional regulation, friendship groups or motivation to work hard in school. This is offered to children of all ages across school and allows them to seek support from enthusiastic staff and their peers.

Children who are identified- in partnership with parents and external advisors such as the educational psychologist- as needing specialist support are offered the opportunity to work with an independent counsellor employed by the school on behalf of the family.

Collective worship provides opportunities on a daily basis to enhance spiritual, moral, social and cultural development for pupils. It assists in promoting the values of our school and its ethos.

Opportunities to develop this can be explored through:-

- Celebration-praise for individual/group achievement
- Raising topical, political, health, social and moral issues
- Reflecting on personal, religious ideals, values and feelings of others and ourselves.

Pupils with Additional Needs

As with all other Curriculum areas, we seek to ensure equality of access for our children with special needs, to the same educational opportunities as those available to the rest of the population. In order to make use of these opportunities, it may be necessary to enhance the curriculum and resources available to pupils with special educational needs. They have an entitlement to a broad, balanced curriculum, which is relevant to their needs and which is delivered in a differentiated way. Our visually impaired (VI) children will have activities and resources adapted by VI children and teachers.

Since much of this subject area demands teaching involving group and whole class discussion, care must be taken to promote equality of opportunity-that discussion is not for the few by the few. The establishing of class 'Guidelines for discussion' at the outset is of great benefit in this but the teacher must always try to be aware of the different levels of participation in discussion work and actively promote maximum participation. However as a school we respect every pupil's right to pass in a discussion that they feel uncomfortable joining in with. This is another place where the nurture groups can work well for quieter members of class.

Equal Opportunities

The school is committed to the provision of PSHE Education to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be

allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEN staff.

Assessment

Our teachers assess the children's work in PSHE both by making informal judgements, as they observe them during lessons, and through formal assessments of the work done, gauging it against the specific learning objectives set out in the Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. We do not set formal tests or examinations in PSHE and Citizenship. At the end of each topic children are given the opportunity to add to their baseline assessment as a means of assessing how much progress they have made in their learning. The assessments that we make of pupil achievement are positive and we report on these to parents in annual School reports and at Parent Evenings.

Monitoring and Review

The planning and co-ordination of the teaching in PSHE and Citizenship are the responsibility of the subject leader, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for PSHE:
- Evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement.
- The school also uses external specialist support to develop our PSHE and whole school approach to health and well-being.
- Uses specially allocated, regular management time to review evidence of the children's work and to observe PSHE and Citizenship lessons across the school. The quality of teaching and learning in PSHE is monitored and evaluated by the subject coordinator as part of the school's agreed cycle of lesson observations.

Cross Curricular Links

Examples of how some aspects of PSHE are made through other subjects can be illustrated i.e.

- English - speaking/listening
- Literacy - stories to illustrate personal/social development and a healthy lifestyle
- Maths - financial aspects/sharing issues
- Science - drugs, healthy choices, healthy lifestyle, sex education, personal hygiene, health and safety, the environment.
- Design Technology - health and safety issues, healthy eating and the planning and preparation of healthy meals.
- I.C.T. - communication with others
- History - results of events in history/events affecting health
Changes in society including attitudes to health
Experiences of people from the past
- Geography - environmental issues/pupils own locality
Less economically developed countries
Safety issues
- Art- ideas communicated through art
Equipment safety
- Music - cultural diversity
Making most of abilities in music
- P.E. - safety issues
Personal/social skills through team work
Effects of P.E. on the body/health related issues
- R.E. - religious beliefs, moral beliefs, health related customs

Training/CPD

We support staff to create a safe learning environment where effective practise takes place throughout every lesson by offering training during induction and inset days. Additionally, the PSHE subject coordinator works alongside staff to review, monitor and develop PSHE across school. Our school understands the importance of PSHE and so uses an external specialist service to support this.

Visitors and outside agencies

We wholeheartedly believe that visitors can add value to the teaching and delivery of PSHE because of their expertise and specialist knowledge. For this reason we will seek opportunities to invite




appropriate external professionals to contribute to our planned PSHE curriculum.




Any visitors who come into school to work with our children will be bound by the policies of the school. Any relevant policies will be shared with visitors before coming to school so they are prepared accordingly. A safeguarding and confidentiality summary is also shared with all visitors prior to their working with our children in school.

Visitors to school, such as parents, health professionals and members of voluntary organisations, may be invited in to plan and contribute to PSHE lessons. The PSHE coordinator will ensure that the visitors' contributions to lessons are organised in advance in line with learning outcomes of the school's PSHE programme and our ethos and values.

A teacher/member of staff will always be present during any lesson/workshop delivered in PSHE to ensure that pupils are able to get the most out of the session and to support visitors where necessary.

KS1	AUTUMN TERM 	SPRING TERM 	SUMMER TERM 
YEAR 1	<p>LIVING IN THE WIDER WORLD What rules are and why we need different rules for different situations School, classroom and playground rules and responsibilities</p> <p>RELATIONSHIPS Families and Friendships: Roles of different people; families; feeling cared for</p> <p>Safe relationships: Recognising privacy; staying safe; seeking permission</p> <p>Respecting ourselves and others: How behaviour affects others; being polite and respectful</p> <p>Using cutlery and good table manners</p>	<p>LIVING IN THE WIDER WORLD Belonging to a Community: caring for others' needs; looking after the environment</p> <p>Recycling, reusing and reducing waste</p> <p>Media literacy and digital resilience: Using the internet and digital devices; Communicating online</p> <p>Money and work: Strengths and interests; jobs in the community</p> <p>What jobs do we know? What jobs do our parents do? What unusual jobs are there? What does it mean to be out of work?</p> <p>Charity –study this year's chosen charity</p>	<p>HEALTH AND WELLBEING Physical health and</p> <p>Mental wellbeing: Keeping healthy; food and exercise, hygiene routines; sun safety</p> <p>A Focus on the importance of water</p> <p>Growing and Changing: Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>The difference between boys and girls (Not private body parts)</p> <p>How to keep clean</p> <p>How our bodies have changed as we have grown up</p> <p>Safe and unsafe touch</p> <p>Keeping safe: How rules and age restrictions help us; Keeping safe online</p> <p>Making a 999 call</p>
YEAR 2	<p>LIVING IN THE WIDER WORLD The responsibilities of being part of a group How the school rules help us to learn and be safe I have a responsibility for my own behaviour and learning</p>	<p>LIVING IN THE WIDER WORLD Belonging to a Community: Being the same and different in the community</p> <p>Media literacy and digital resilience: The internet in everyday life; online content and information</p> <p>Money and work: What money is; needs and wants; looking after money</p> <p>Charity-study this year's charity</p>	<p>HEALTH AND WELLBEING Physical health and Mental wellbeing: Why sleep is important; medicines and keeping healthy; keeping teeth</p> <p>healthy; managing feelings and asking for help</p> <p>Growing and Changing: Growing older; naming body parts(Including external genitalia) ; moving class or year</p> <p>Keeping safe: Safety in different environments; risk and safety at home; emergencies</p> <p>Making a 999 call</p> <p>Differences-boys and girls</p> <p>Naming body parts</p> <p>Safe and unsafe touch</p> <p>Road safety study in more detail</p>

LKS2	AUTUMN TERM		SPRING TERM		SUMMER TERM	
YEAR 3	<p>LIVING IN THE WIDER WORLD Take part in making and changing school rules How behaviour affects my learning and others</p> <p>Belonging to a Community: The value of rules and laws; rights, freedoms and responsibilities</p> <hr/> <p>RELATIONSHIPS Families and Friendships: What makes a family; features of family life Safe relationships: Personal boundaries; safely responding to others; the impact of hurtful behaviour Respecting ourselves and others: Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p>	<p>LIVING IN THE WIDER WORLD Media literacy and digital resilience: How the internet is used; assessing information online Money and work: Different jobs and skills; job stereotypes; Setting personal goals First aid Asthma attack and bleeding-First aid for children lessons through the British Red Cross</p>	<p>HEALTH AND WELLBEING Physical health and Mental wellbeing: Health choices and habits; what affects feelings; expressing feelings Growing and changing: Personal strengths and achievements; managing and reframing setbacks Keeping safe: Risks and hazards; safety in the local environment and unfamiliar places The dangers and consequences of smoking - tobacco The importance of good hygiene as we grow up Safe and unsafe touch</p>			
YEAR 4	<p>LIVING IN THE WIDER WORLD Understand the right to education and my role in this Understand how rules and laws are made in a democracy School rules</p> <hr/> <p>RELATIONSHIPS Families and Friendships: Positive friendships, including online Safe relationships: Responding to hurtful behaviour; managing confidentiality; Recognising risks online Respecting ourselves and others: Respecting differences and similarities; discussing difference sensitively</p>	<p>LIVING IN THE WIDER WORLD Belonging to a Community: What makes a community; shared responsibilities Media literacy and digital resilience: How data is shared and used Money and work: Making decisions about money; using and keeping money safe First aid Broken bones and burns-First aid for children lessons through the British Red Cross</p>	<p>HEALTH AND WELLBEING Physical health and Mental wellbeing: Maintaining a balanced lifestyle; oral hygiene and dental care Growing and changing: Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty Keeping safe: Medicines and household products; drugs common to everyday life What is puberty, hygiene in puberty, body changes during puberty (Not the reproduction system) Menstruation (Girls only lesson) Safe and unsafe touch The dangers and consequences of Alcohol</p>			

UKS2	AUTUMN TERM		SPRING TERM		SUMMER TERM	
YEAR 5	<p>LIVING IN THE WIDER WORLD School rules The 5 R's of learning To set my own learning targets</p> <p>RELATIONSHIPS Families and Friendships: Managing friendships and peer influence Safe relationships: Physical contact and feeling safe Respecting ourselves and others: Responding respectfully to a wide range of people; recognising prejudice and discrimination</p>		<p>LIVING IN THE WIDER WORLD Belonging to a Community: Protecting the environment; compassion towards others Media literacy and digital resilience: How information online is targeted; different media types, their role and impact Money and work: Identifying job interests and aspirations; what influences career choices; workplace stereotypes First aid Choking and Head Injury-First aid for children lessons through the British Red Cross</p>		<p>HEALTH AND WELLBEING Physical health and Mental wellbeing: Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies Growing and changing: Personal identity; recognising individuality and different qualities; mental wellbeing Keeping safe: Keeping safe in different situations, including responding in emergencies, first aid: FGM Revision of what puberty is, hygiene in puberty, social and emotional changes during puberty, revision of body changes and menstruation, support networks The dangers of volatile substances Revise the dangers and consequences of smoking and alcohol</p>	
YEAR 6	<p>LIVING IN THE WIDER WORLD School rules The 5 R's of learning To set my own learning targets</p> <p>RELATIONSHIPS Families and Friendships: Attraction to others; romantic relationships; civil partnership and marriage Safe relationships: Recognising and managing pressure; consent in different situations Respecting ourselves and others: Expressing opinions and respecting other points of view, including discussing topical issues</p>		<p>LIVING IN THE WIDER WORLD Belonging to a Community: Valuing diversity; challenging discrimination and stereotypes Media literacy and digital resilience: Evaluating media sources; sharing things online Money and work: Influences and attitudes to money; money and financial risks First aid unresponsive and breathing, unresponsive and not breathing-First aid lessons for children through the British Red Cross</p>		<p>HEALTH AND WELLBEING Physical health and Mental wellbeing: What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online Growing and changing: Human reproduction; increasing independence; managing transition Keeping safe: Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media Revise puberty changes - physical, social and emotional. *Sexual intercourse, *Conception, *Birth of a baby The dangers and consequences of drug misuse</p>	

KEY: STATUTORY OR PSHE ASSOCIATION **BESPOKE SCHOOL LESSONS** **WOLVERHAMPTON LA**
GROWING UP AND RELATIONSHIPS LESSONS
* Y6 – Additional non statutory sex education lessons

