



PSHE (Personal, Social, Health and Economic Education) Policy

**(including RSE: Relationships and Sex
Education)**

Key document details

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Date: March 2021

Ratified: April 2021

Approver: Trust Board

Next Review: March 2024

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1. INTRODUCTION AND POLICY STATEMENT

All schools must provide a curriculum that is broadly based, balanced, and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities, and experiences of later life.

At Venturers Trust Academies, we teach Personal, Social, Health and Economic Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

2 . AIMS

Our PSHE curriculum aims to:

- Provide children with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- Encourage children to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and community. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.
- Help children to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- Promote understanding and respect for our common humanity, our diversity and our differences.

- Develop social skills and understanding of healthy relationships, enabling them to form the safe, fulfilling relationships that are an essential part of life and learning.
- Give all children the opportunity to experience a programme of Relationships and Sex Education (RSE) at a level which is appropriate for their age and physical development with differentiated provision where required.
- Deliver content in a way that is sensitive to the needs and background of our communities.

Our curriculum will support the development of the skills, attitudes, values, and behaviour, enabling pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

3. STATUTORY RELATIONSHIP, SEX EDUCATION

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

At Venturers Trust Academies we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline, including the Prevent duty)
<https://educateagainsthate.com/resources/respectful-school-communities-self-review-signposting-tool-2/>
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- Equality Act 2010 and schools
<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019) (statutory guidance)
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)
- SEND code of practice: 0 to 25 years (statutory guidance)
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
- Mental Health and Behaviour in Schools (2018) (advice for schools)
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental health and behaviour in schools .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf)
- Preventing and Tackling Bullying (2017) (advice for schools, including advice on cyberbullying)
<http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying>
- Sexual violence and sexual harassment between children in schools (advice for schools)
<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges4>
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
<https://www.equalityhumanrights.com/en/advice-and-guidance>
- Promoting Fundamental British Values as part of SMSC in schools (2014) (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC)
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC Guidance Maintained Schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

4. ORGANISATION AND PLANNING

What do we teach when, and who teaches it?

In Venturers Trust Schools, we teach Personal, Social, Health and Economic Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. Our PSHE programme covers all areas of PSHE including statutory Relationships and Health Education.

Further details can be found in the appendix and on each individual Academy's website. Themes are taught across the school; the learning deepens and broadens every year.

At Venturers Trust Academies we have time allocated to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. These explicit lessons are reinforced and enhanced in many ways:

- assemblies and collective worship,
- praise and reward system,
- through relationships child to child, adult to child and adult to adult across the school.

We aim to 'live' what is learnt and apply it to everyday situations in the school community.

In Primary class teachers/ specialists deliver the weekly lessons to their own classes.

In Secondary lessons are taught by tutors and specialists.

Staff delivering PSHE have regular training and support to ensure they are well equipped to deliver the required content.

5. INCLUSION

At Venturers Trust Academies we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise. In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our young people and, in acknowledging different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the PSHE inc. RSE Curriculum meets the needs of all:

- We will not promote one lifestyle over another
- We will not seek to gain consensus, but will accept and celebrate difference
- We will encourage respect and discourage exploitation

In relation to those with special educational needs, we are committed to ensuring that all young people receive their entitlement to PSHE. We will review our PSHE provision to ensure that all those with additional needs are provided for. When working with young people with additional needs we will consider:

- Their level of vulnerability
- Their need to learn and demonstrate appropriate behaviour
- The need to promote self-esteem and body image
- The need to involve all staff including ancillary staff and carers in policy development, planning and training
- The management of personal care
- Clarity about sources of support for student

6. EQUALITY

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

Children are often aware that there are a variety of family situations in British society; some children will have parents who are separated, some may live with a mum and a dad, some may have step-parents, and some may be fostered or adopted. Some may have other family arrangements; and some will have LGBTQ parents/carers. We believe any child who lives in a family that is different from the stereotypical household of mum, dad, and children should not be made to feel less accepted, or that their family is any less loving and caring. When discussing similarity and difference in lessons, children learn about a whole range of differences, such as difference in physical appearance and personality, likes and dislikes, and that people can have differences of opinion. This helps them to understand that we are all unique human beings. When discussing any differences between people, we teach children to form opinions about others based on whether they are kind, law-abiding, respectful, trustworthy, and responsible people, rather than judging them on appearance or whether a particular aspect of their lifestyle is different to their own. Children also learn about discrimination and prejudice including racism, sexism, and ageism.

Links to other policies and curriculum areas

We recognise the clear link between PSHE and the following curriculum areas/ policies and staff are aware of the need to refer to these when appropriate.

- Science curriculum
- Computing curriculum
- Equalities policy
- Safeguarding and Child Protection Policy
- Online safety policy
- Anti-bullying policy

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see: 'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

7. POLICY REVIEW

Schools and their governing body monitor this policy on an annual basis. The governing body gives serious consideration to any comments from parents about the PSHE programme (including Relationships Education, HE and RSE) and makes a record of all such comments. Leaders and trustees scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

If any parent/ carer has concerns or questions about any aspect of the PSHE curriculum they are encouraged to speak to their child's class teacher, the schools PSHE coordinator or senior leaders; concerns will be heard and an open and honest discussion had. We understand for many parents/ carers PSHE and in particular RSE can cause anxiety and therefore a two way dialogue is essential.

APPENDIX 1: PRIMARY SPECIFICS

In our primary settings we teach Personal, Social, Health and Economic Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

"The Jigsaw Programme" supports our VT curriculum- it offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

We use planning and resources from the Jigsaw scheme of work. Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover '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'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

Sex education 'should 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 - how a baby is conceived and born'.

At Venturers Trust Academies, we believe children should understand the facts about human reproduction before they leave primary school so we are committed to ensuring all children/ young people are taught this in a culturally sensitive way following consultation and communication with parents/carers and community members.

We define Sex Education as e.g. understanding about human reproduction and teaching the basic physical facts of how a baby is conceived and born. We teach this as part of Science to ensure children know the true facts before going to secondary school. Our teaching is factual, respectful and understands pupils' backgrounds and cultural beliefs.

Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

The guidance states that, by the end of primary school:

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none"> • R1 that families are important for children growing up because they can give love, security and stability. • R2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • R3 that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • R4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World
Caring friendships	<ul style="list-style-type: none"> • R7 how important friendships are in making us feel happy and secure, and how people choose and make friends 	

APPENDIX 2: SECONDARY SPECIFICS

As a curriculum area PSHE is designed to help give pupils the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become informed, active, responsible citizens.

Personal, Social, Health and Economic Education (PSHE) is an important and necessary part of all students' education PSHE equips students with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. There are no internal or external examinations for PSHE.

In our secondary Schools we deliver the framework for PSHE using the three strands outlined in The National Curriculum for all young people to become:

- successful learners who enjoy learning, make progress, and achieve
- confident individuals who are able to live safe, happy fulfilling lives.
- responsible citizens who make a positive contribution to society.

The PSHE curriculum is based on the PSHE Association Programme of Study, and covers the core themes of:

- Health & Wellbeing
 - Relationships
 - Living in the Wider World-Economic wellbeing, careers & the world of work
- Religious, cultural and moral values are always considered when teaching and discussing sex and relationships

Topics covered in PSHE at secondary include:

- Sex and Relationships education
- British Society, Culture and Life
- Drugs and alcohol education
- Economic and Financial awareness
- Emotional and mental health
- Staying safe/making informed choices
- Keeping healthy
- Social Skills
- Careers and work-related learning
- Anti-smoking/tobacco
- First Aid
- Anti-bullying
- Fire Safety
- Road Safety

We live in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging. Our secondary PSHE curriculum provides students with the opportunity to explore their attitudes, values and beliefs and to develop the skills, language, attributes and strategies necessary to manage issues should they encounter them in their lives. Our PSHE curriculum promotes the spiritual, moral, cultural, mental and physical development of our students to prepare them for the opportunities, responsibilities and experiences of later life.

Through the PSHE curriculum, we teach our students about personal identity, diversity and equality, rights and responsibilities, change and resilience, relationships, risk and personal safety, health and wellbeing (physical, mental and social), power (how it is used and encountered) and employability. In addition, we support and deliver a firm commitment to developing and upholding the British Values of democracy, rule of law, individual liberty and mutual respect and tolerance of others

Aims:

- For students to feel positive about who they are and be able to identify their personal qualities, skills and achievements
- Understand and maintain boundaries around their personal privacy, including online
- Know how to best protect their physical and mental health
- Recognise and manage risk, including the risks associated with substance abuse, personal finance, road and rail safety, healthy and unhealthy choices around food, exercise and body image, knife crime, social media and the online world and healthy and unhealthy relationships
- Take increasing responsibility for themselves, their choices and behaviours
- Understand their rights, including the notion of universal human rights, and consent (in different contexts)
- Know the law in relation to FGM
- Explore future opportunities around career aspirations
- Take part in discussions and debates
- Explore British values
- Explore the idea of power, how it is used and encountered in a variety of contexts including bullying, coercion (including online) and how it can be managed effectively
- Make positive contributions to their families, schools and communities
- Explore similarities and differences between people and discuss social and moral dilemmas
- Learn to deal with challenges and accommodate diversity in all its forms, with regard to the protected characteristics set out in the Equality Act 2010
- Prepare for and embrace change and develop resilience
- Consider social and moral dilemmas
- Ask for help
- Find information and advice
- We do this because we believe in the fundamental value of these experiences.

How will parents/carers be kept informed about the PSHE Curriculum?

Please refer to the PSHE Curriculum Mapping Grid on the school website (Please note that this is an overview and may be adapted to respond to circumstance and the needs of the students).

At KS3/4 the RSE curriculum covers:

- Characteristics of healthy, and unhealthy, intimate relationships.
- Concepts of, and laws relating to, sex and relationships as well as the effects of relationships on their mental wellbeing.
- Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life.
- Concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, and harassment.
- Recognise and talk about their emotions, as well as understanding that it is common for people to experience mental ill health.
- Understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies
- Internet safety and harms to include content on the potential risks of excessive screen time and the importance of keeping information private.
- Economic and financial education providing children with the knowledge and understanding to prepare them to play a full part in society.

All content will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of

pupils and parents, while always with the aim of providing pupils with the knowledge they need of society and the law. We work with parents, and the wider community so that the curriculum complements and reinforces parents' role as primary educators and matches the needs of their pupils and communities.

Useful links and information:

PSHE Association: <https://www.pshe-association.org.uk/curriculum-and-resources/curriculum>

Emotional Health & Wellbeing:

Young Minds: <https://youngminds.org.uk/find-help/for-parents/>

Off the Record Bristol: <http://www.otrbristol.org.uk/concerned-parents-guardians-friends/>

Sex & Relationships:

4YP Bristol: <https://www.4ypbristol.co.uk/for-parents/>

Stonewall: <http://www.stonewall.org.uk/help-advice/coming-out/so-you-think-your-child-gay-lesbian-or-bisexual>

Department for Education and RSE:

<https://www.gov.uk/government/publications/relationships-education-rse-and-pshe>

PSHE Association and RSE:

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/sex-and-relationship-education-RSE-21st-century>

ESafety:

Child Exploitation and Online Protection (CEOP): <https://ceop.police.uk/safety-centre/>

Child Net: <http://www.childnet.com/parents-and-carers>

Anti-Bullying:

Anti-Bullying Alliance: <https://www.anti-bullyingalliance.org.uk/tools-information/advice-parents>

Domestic Violence:

National Domestic Violence Help Line: www.nationaldomesticviolencehelpline.org.uk

Substance Misuse:

Talk to Frank: <http://www.talktofrank.com/worried-about-a-child>

Children Meditations: <http://www.ukpranichealing.co.uk/childrens-meditation-2/>

Parents Meditations: <http://www.ukpranichealing.co.uk/twin-hearts-meditation/>

APPENDIX 3: SENSITIVE ISSUES

Puberty

Primary: We will teach about puberty in Years 4/5/6, in accordance with the Entitlement Curriculum for RSE. Younger children may be aware of puberty and we will answer their questions appropriately, on an individual basis or in a whole class setting. We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. We may use single sex groups to address particular needs, such as girls' practical need for information about managing periods. We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests in a helpful way without embarrassment.

Contraception

We will include lessons on contraception in our RSE curriculum in secondary. However, we recognise that many primary-aged children are aware of some forms of contraception. Children may ask direct questions about contraception or may reveal knowledge (accurate or misconceived) about contraception in discussion with adults or their peers. We will answer children's questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will enable students to further understand the responsibilities of adult life.

Abortion

We recognise that some children might be aware of abortion and that they might be developing attitudes towards it. They may also ask questions about it. Adults in schools will acknowledge these questions and respond generally to factual enquiries.

STI's and HIV/Aids

We will not teach directly about STI's or HIV/AIDS, however in secondary elements of our RSE and Science Curricula will prepare the ground for this explicit teaching later. We will discuss the different ways diseases might be spread and steps a child might take to reduce their spread. Some children will be aware of STI's or HIV/AIDS and may ask questions about it in relation to RSE or perhaps drug education. Adults in school will acknowledge these questions and respond generally to factual enquiries.

Sexual Identity and Sexual Orientation

We understand our responsibility to ensure that RSE meets the needs of all our students. Whatever their developing sexuality, young people must feel that RSE is relevant to them and sensitive to their needs. We will not teach directly about sexual orientation but acknowledge that children will be aware of both heterosexual and homosexual relationships and may ask questions about these. We will answer these questions factually, in a general way, seeking to challenge prejudice. If we encounter examples of homophobic language or attitudes, we will challenge these.

Incidents of homophobic bullying will be dealt with according to our 'Anti-Bullying guidelines' which explicitly refers to homophobic bullying.

APPENDIX 4: SCHOOL SPECIFICS/ CURRICULUM MAP

PSHE at Bannerman Road Community Academy

Our PSHE curriculum is underpinned by the Jigsaw sequence of teaching and learning. We use this flexibly to meet the needs of our school community and ensure lessons are always adapted so the teaching and learning is relevant and meaningful to the children. As a result, we are continually developing a bespoke PSHE curriculum matched to our school context and community. We begin each term with an assembly to launch each new topic and there are relevant, planned assemblies and visits / trips throughout each term to ignite and broaden children's understanding. The spiral curriculum means familiar topics are revisited each year to revisit and build on knowledge from the previous year. This supports children to make links with prior learning and develop their understanding of themselves and others, as well as developing children's social and emotional skills.

Social, Moral, Spiritual & Cultural (SMSC) development is embedded within our PSHE curriculum and it is a well established part of our whole school experience. British Values are also included in everything we do, and they are also developed through our SMSC and PSHE provision.

PSHE & Thrive

Social and emotional learning is essential for successful academic learning because learning at school is a social experience. The Thrive approach has a vision to ensure that every child has their needs met so that they can engage healthily with life and learning. At BRCA we particularly recognise the need to develop and promote children's self-awareness (having an accurate view of oneself). We do this alongside individual class Thrive activities, social and emotional skills development within weekly PSHE learning, an ongoing focus on displaying our school values, assemblies and sharing enjoyable, thought provoking stories.

Self awareness :

T1 – Identifying interests and talents; Understanding own strengths and challenges

T2 – Developing a growth mindset

T3 – Striving for self-improvement

T4 – Using positive thinking skills

T5 – Recognising own thoughts and feelings

T6 – Developing confidence and self-love

Our School Values : Respect, Responsibility, Resilience, Curiosity, Collaboration

Statutory areas to be taught by the end of Primary school :

Health Education

- 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

Relationships Education

- Families and people who care for me
 - Caring friendships
 - Respectful relationships
- Online relationships
 - Being safe

Nursery aims and outcomes

	Term 1	Term 2	Term 3	Term 4	Term 5 & Term 6
<p>PSED (Personal, Social & Emotional Development)</p> <ul style="list-style-type: none"> - Manging Self - Self-regulation - Building Relationships 	<p>Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by</p> <p>Is aware of and interested in their own and others' physical characteristics, pointing to and naming features such as noses, hair and eyes (nouns)- happy and you know it/mirrors in the continuous provision, photos in learning journals</p> <p>Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words</p>	<p>Enjoys playing alone and alongside others and is also interested in being together and playing with other children</p> <p>Begins to use me, you and I in their talk and to show awareness of their social identity of gender, ethnicity and ability- free flow, groups and photos in learning journals</p> <p>Is aware of others' feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child's excitement</p>	<p>Building friendships- seeks out others to play with- 'who?' Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest</p> <p>Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions</p> <p>Responds to the feelings of others, showing concern and offering comfort</p>	<p>Shows some understanding that other people have perspectives, ideas and needs that are different to theirs</p> <p>Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves</p> <p>May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions</p>	<p>Seeks out companionship with adults and other children, sharing experiences and play ideas</p> <p>Gradually learning that actions have consequences but not always the consequences the child hopes for</p> <p>Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows</p> <p>BRCA aims:</p> <ul style="list-style-type: none"> - Use the Continuous Provision independently including routines for tidying up for learning - Independent in self-care e.g. toileting, dressing etc - Have friends to play with - Understand themselves as an individual e.g. I have...I like... - Understand that others may be different e.g. they have... they like ... - Manage strong feelings with learnt strategies- conflict resolution

Reception

Throughout Terms 1 – 3, PSED (Personal, Social & Emotional Development) is a key component of our timetabling, planning and provision which threads throughout the whole school day. PSED is a Prime area of learning in Early Years where we are working towards meeting the Early Learning Goals of Self-Regulation, Managing Self and Building Relationships. Our Early Years provision provides children with key knowledge and skills to access the National Curriculum which begins in Year 1.

From Term 4 onwards, there is **also** a lesson on Monday afternoons to develop Health and Relationships knowledge and skills further. This is also followed up throughout the week with activities, stories and discussions.

Term 1	Term 2	Term 3	Term 4 Healthy Me	Term 5 Relationships	Term 6 Changing Me
Knowledge					
<ul style="list-style-type: none"> - How to join in playing <i>alongside</i> others - How to join in playing <i>with</i> others - How to begin to interact with familiar and new children, as well as key adults - Hands can be used kindly & unkindly - Being kind is good - How to respect other people and our environment - Know special things about themselves - Know things that they are able to do - Know how happiness and sadness can be expressed 	<ul style="list-style-type: none"> - Similarities with others - Differences with others - Why having friends is important - Some qualities of a positive friendship - They don't have to be 'the same as' to be a friend - What being proud means & that people can be proud of different things - People can be good at different things - Families can be different - The names of some emotions such as happy, sad, frightened, angry 	<ul style="list-style-type: none"> - How to listen to each other and respond appropriately - What a challenge is - It is important to keep trying - What a goal is - How to set a goal and work towards it - When they have achieved a goal & how they feel - How to develop resilience - How to develop independence 	<ul style="list-style-type: none"> - What the word 'healthy' means - Some things that they need to do to keep healthy - When and how to clean their teeth properly - They need to exercise to keep healthy - How to help themselves go to sleep and that sleep is good for them Safety : - What to do if they get lost - How to say no to strangers - The names for some parts of their body - Road safety – How to keep safe when crossing the road 	<ul style="list-style-type: none"> - What a family is - Families can be different - People have different homes and why they are important to them - Some of the characteristics of healthy and safe friendships - Friends sometimes fall out - Some ways to mend a friendship - Unkind words can never be taken back and they can hurt - Some reasons why others get angry 	<ul style="list-style-type: none"> - The names and functions of some parts of the body (see vocabulary list) - We grow from a baby to a child to an adult - Who to talk to if they are feeling worried - Sharing how they feel can help solve a worry - Remembering happy times can help us move on Vocab : Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories

<ul style="list-style-type: none"> - When and how to wash their hands properly - When and how to go to the toilet properly 			<ul style="list-style-type: none"> - Children have the right to learn and play, safely and happily - How to be responsible for themselves, towards others and the class / school environment 		<p><i>Body parts are also named and practised throughout the year as part of songs and games.</i></p>
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Social & emotional skills

<ul style="list-style-type: none"> - Identify feelings associated with belonging, happiness and sadness - Skills to play co-operatively with others - Consider others' feelings - Being respectful 	<ul style="list-style-type: none"> - Identify some ways they can be different and the same as others - Identify and use skills to make a friend - Identify feelings associated with being proud - Identify things they are good at - Vocalise success for themselves - Recognise similarities & differences between their family and other families - Recognise emotions when they or someone else is upset, frightened or angry 	<ul style="list-style-type: none"> - Understand that challenges can be difficult - Recognise some of the feelings linked to perseverance - Recognise how kind words can encourage people - Talk about a time that they kept on trying and achieved a goal - Feel proud - Celebrate success - Show resilience - Show independence 	<ul style="list-style-type: none"> - Explain what they need to do to stay healthy - Recognise how exercise makes them feel - Give examples of healthy food - Recognise how different foods can make them feel - Explain what they need to do to have healthy teeth - Explain how they might feel if they don't get enough sleep Safety : <ul style="list-style-type: none"> - Explain what to do if a stranger approaches them - Explain how to cross a road safely - Show responsibility 	<ul style="list-style-type: none"> - Recognise families can be made up in lots of different ways - Suggest ways to make a friend, or help someone who is lonely or sad - Use different ways to mend a friendship - Recognise what being angry feels like 	<ul style="list-style-type: none"> - Identify how they have changed from a baby - Say what might change for them as they get older - Say how they feel about growing up / changing class - Recognise that changing class can elicit happy and/or sad emotions - Identify positive memories from the past year at school
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Who am I and how do I fit?

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Curriculum</p> <ul style="list-style-type: none"> - Feeling special and safe - Being part of a class - Rights and responsibilities - Rewards and feeling proud - Consequences - Owning the Learning Charter 	<p>Curriculum</p> <ul style="list-style-type: none"> - Hopes and fears for the year - Rights and responsibilities - Rewards and consequences - Safe and fair learning environment - Valuing contributions - Choices - Recognising feelings 	<p>Curriculum</p> <ul style="list-style-type: none"> - Setting personal goals - Self-identity and worth - Positivity in challenges - Rules, rights and responsibilities - Rewards and consequences - Responsible choices - Seeing things from others' perspectives 	<p>Curriculum</p> <ul style="list-style-type: none"> - Being part of a class team - Being a school citizen - Rights, responsibilities and democracy (school council) - Rewards and consequences - Group decision-making - Having a voice - What motivates behaviour 	<p>Curriculum</p> <ul style="list-style-type: none"> - Planning the forthcoming year - Being a citizen - Rights and responsibilities - Rewards and consequences - How behaviour affects groups - Democracy, having a voice, participating 	<p>Curriculum</p> <ul style="list-style-type: none"> - Identifying goals for the year - Global citizenship - Children's universal rights - Feeling welcome and valued - Choices, consequences and rewards - Group dynamics - Democracy, having a voice - Anti-social behaviour - Role-modelling
<p>End points – Knowledge</p> <ul style="list-style-type: none"> - Understand their own rights and responsibilities with their classroom - Understand that their choices have consequences - Understand that their views are important - Understand the rights and responsibilities of a member of a class 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - Understand the rights and responsibilities of class members - Know about rewards and consequences and that these stem from choices - Know that it is important to listen to other people - Understand that their own views are valuable - Know that positive choices impact positively on self-learning and the learning of others - Identify hopes & fears for the year ahead 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - Know that the school has a shared set of values - Know why rules are needed and how these relate to choices and consequences - Know that actions can affect others' feelings - Know that others may hold different views - Understand that they are important - Know what a personal goal is - Understanding what a challenge is 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - Know their place in the school community - Know what democracy is (applied to pupil voice in school) - Know how groups work together to reach a consensus - Know that having a voice and democracy benefits the school community - Know how individual attitudes and actions make a difference to a class - Know about the different roles in the school community - Know that their own actions affect themselves and others 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - Understand how democracy and having a voice benefits the school community - Understand how to contribute towards the democratic process - Understand the rights and responsibilities associated with being a citizen in the wider community and their country - Know how to face new challenges positively - Understand how to set personal goals - Know how an individual's behaviour can affect a 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - Know about children's universal rights (United Nations Convention on the Rights of the Child) - Know about the lives of children in other parts of the world - Know that personal choices can affect others locally and globally - Know how to set goals for the year ahead - Understand what fears and worries are - Understand their own choices result in different consequences and rewards - Understand how democracy and having a

				group and the consequences of this	voice benefits the school community - Understand how to contribute towards the democratic process
<p><u>Social & emotional skills</u></p> <ul style="list-style-type: none"> - Understand that they are safe in their class - Identify helpful behaviours to make the class a safe place - Understand they have choices - Understand they are special - Identify what it's like to feel proud of an achievement - Recognise feelings associated with positive and negative consequences 	<p><u>Social & emotional skills</u></p> <ul style="list-style-type: none"> - Know how to make their class a safe and fair place - Show good listening skills - Be able to work co-operatively - Recognise own feelings and know when and where to get help - Recognise the feeling of being worried 	<p><u>Social & emotional skills</u></p> <ul style="list-style-type: none"> - Make other people feel valued - Develop compassion and empathy for others - Be able to work collaboratively - Recognise self-worth - Identify personal strengths - Be able to set a personal goal - Recognise feelings of happiness, sadness, worry and fear in themselves and others 	<p><u>Social & emotional skills</u></p> <ul style="list-style-type: none"> - Identify the feelings associated with being included or excluded - Take on a role in a group discussion / task and contribute to the overall outcome - Know how to regulate my emotions - Make others feel cared for and welcome - Recognise the feelings of being motivated or unmotivated - Make others feel valued and included - Understand why the school community benefits from a Learning Charter - Help friends make positive choices 	<p><u>Social & emotional skills</u></p> <ul style="list-style-type: none"> - Empathy for people whose lives are different from their own - Consider their own actions and the effect they have on themselves and others - Work as part of a group, listening and contributing effectively - Identify what they value most about school - Identify hopes for the school year - Understand why the school community benefits from a Learning Charter - Help friends make positive choices - Know how to regulate my emotions 	<p><u>Social & emotional skills</u></p> <ul style="list-style-type: none"> - Know own wants and needs - Compare their life with the lives of those less fortunate - Demonstrate empathy and understanding towards others - Demonstrate attributes of a positive role-model - Take positive action to help others - Contribute towards a group task - Know what effective group work is - Know how to regulate my emotions - Make others feel welcomed and valued
<p>Rights Respecting School Article 7 – Name and nationality, Article 8 – Right to my own identity, Article 12 – Respect for children’s views, Article 42 – Everyone knows their rights</p>					

Respect for similarity and difference. Anti-bullying and being unique.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Curriculum</p> <ul style="list-style-type: none"> - Similarities and differences - Understanding bullying and knowing how to deal with it - Making new friends - Celebrating the differences in everyone 	<p>Curriculum</p> <ul style="list-style-type: none"> - Assumptions and stereotypes about gender - Understanding bullying - Standing up for self and others - Making new friends - Gender diversity - Celebrating difference and remaining friends 	<p>Curriculum</p> <ul style="list-style-type: none"> - Families and their differences - Family conflict and how to manage it (child-centred) - Witnessing bullying and how to solve it - Recognising how words can be hurtful - Giving and receiving compliments 	<p>Curriculum</p> <ul style="list-style-type: none"> - Challenging assumptions - Judging by appearance - Accepting self and others - Understanding influences - Understanding bullying - Problem-solving - Identifying how special & unique everyone is - First impressions 	<p>Curriculum</p> <ul style="list-style-type: none"> - Cultural differences and how they can cause conflict - Racism - Rumours and name-calling - Types of bullying - Material wealth and happiness - Enjoying and respecting other cultures 	<p>Curriculum</p> <ul style="list-style-type: none"> - Perceptions of normality - Understanding disability - Power struggles - Understanding bullying - Inclusion/exclusion - Differences as conflict, difference as celebration - Empathy
<p>End points – Knowledge</p> <ul style="list-style-type: none"> - What bullying means - Who to tell if they or someone else is being bullied or is feeling unhappy - People are unique and that it is OK to be different - Skills to make friendships - People have differences & similarities 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - The difference between a one-off incident and bullying - Sometimes people get bullied because of difference - Friends can be different & still be friends - Stereotypes about boys and girls - Where to get help if being bullied - It is OK not to conform to gender stereotypes - It is good to be yourself - The difference between right and wrong and the role that choice has to play in this 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - What it means to be a witness to bullying and that a witness can make the situation worse or better by what they do - Conflict is a normal part of relationships - Some words are used in hurtful ways and that this can have consequences - Why families are important - Everybody’s family is different - Sometimes family members don’t get along and some reasons for this 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - Some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying - The reasons why witnesses sometimes join in with bullying and don’t tell anyone - Sometimes people make assumptions about a person because of the way they look or act - There are influences that can affect how we judge a person or situation - What to do if they think bullying is or might be taking place 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - External forms of support in regard to bullying e.g. Childline - Bullying can be direct and indirect - What racism is and why it is unacceptable - What culture means - Differences in culture can sometimes be a source of conflict - Rumour-spreading is a form of bullying online and offline - How their life is different from the lives of children in the developing world 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - People can hold power over others individually or in a group - Power can play a part in a bullying or conflict situation - There are different perceptions of ‘being normal’ and where these might come from - Difference can be a source of celebration as well as conflict - Being different could affect someone’s life - Why some people choose to bully others - People with disabilities can lead amazing lives

			- First impressions can change		
<p><u>Social & emotional skills</u></p> <ul style="list-style-type: none"> - Identify what is bullying & what isn't - Understand how being bullied might feel - Recognise ways in which they are the same as their friends and ways they are different - Know ways to help a person who is being bullied - Identify emotions associated with making a new friend - Verbalise some of the attributes that make them unique and special 	<p><u>Social & emotional skills</u></p> <ul style="list-style-type: none"> - Explain how being bullied can make someone feel - Know how to stand up for themselves when they need to - Understand that everyone's differences make them special and unique - Understand that boys and girls can be similar in lots of ways and that is OK - Understand that boys and girls can be different in lots of ways and that is OK - Can choose to be kind to someone who is being bullied - Recognise that they shouldn't judge people because they are different 	<p><u>Social & emotional skills</u></p> <ul style="list-style-type: none"> - Use ways to stay calm & resolve conflicts with friends and family - 'Problem-solve' a bullying situation accessing appropriate support if necessary - Show appreciation for their families, parents and carers - Empathise with people who are bullied - Employ skills to support someone who is bullied - Recognise, accept and give compliments - Recognise feelings associated with receiving a compliment 	<p><u>Social & emotional skills</u></p> <ul style="list-style-type: none"> - Be comfortable with the way they look - Try to accept people for who they are - Be non-judgemental about others who are different - Identify influences that make you think or feel positively/negatively about a situation - Identify feelings that a bystander might feel in a bullying situation - Identify reasons why a bystander might join in with bullying - Revisit ways to practise conflict and bullying scenarios - Identify their own uniqueness - Identify when a first impression they had was right or wrong 	<p><u>Social & emotional skills</u></p> <ul style="list-style-type: none"> - Appreciate the value of happiness regardless of material wealth - Identify their own culture and different cultures within their class community - Identify their own attitudes about people from different faith and cultural backgrounds - Develop respect for cultures different from their own - Identify a range of strategies for managing their own feelings in bullying situations - Identify some strategies to encourage children who use bullying behaviours to make other choices - Support children who are being bullied 	<p><u>Social & emotional skills</u></p> <ul style="list-style-type: none"> - Empathise with people who are different & be aware of my feelings towards them - Identify feelings associated with being excluded - Recognise when someone is exerting power negatively in a relationship - Vocalise their thoughts and feelings about prejudice and discrimination and why it happens - Use a range of strategies when involved in a bullying situation or where difference is a source of conflict - Identify different feelings of the bully, bullied and bystanders in a bullying scenario - Appreciate people for who they are - Show empathy

Rights Respecting School

Article 2 – No discrimination, Article 13 – Sharing thoughts freely, Article 14 – Freedom of thought & religion, Article 23 – Children with disabilities, Article 30 – Minority, culture, language & religion

Aspirations, how to achieve goals and understanding the emotions that go with this.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Curriculum</u></p> <ul style="list-style-type: none"> - Setting goals - Identifying successes and achievements - Learning styles - Working well and celebrating achievement with a partner - Tackling new challenges - Identifying and overcoming obstacles - Feelings of success 	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> - Achieving realistic goals - Perseverance - Learning strengths - Learning with others - Group co-operation - Contributing to and sharing success 	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> - Difficult challenges and achieving success - Dreams and ambitions - New challenges - Motivation and enthusiasm - Recognising and trying to overcome obstacles - Evaluating learning processes - Managing feelings - Simple budgeting 	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> - Hopes and dreams - Overcoming disappointment - Creating new, realistic dreams - Achieving goals - Working in a group - Celebrating contributions - Resilience - Positive attitudes 	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> - Future dreams - The importance of money - Jobs and careers - Dream job and how to get there - Goals in different cultures - Supporting others (charity) - Motivation 	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> - Personal learning goals, in and out of school - Success criteria - Emotions in success - Making a difference in the world - Motivation - Recognising achievements - Compliments
<p><u>End points – Knowledge</u></p> <ul style="list-style-type: none"> - How to set simple goals - How to achieve a goal - How to identify obstacles which make achieving their goals difficult and work out how to overcome them - When a goal has been achieved - How to work well with a partner - Tackling a challenge can stretch their learning 	<p><u>End points – Knowledge</u></p> <ul style="list-style-type: none"> - How to choose a realistic goal and think about how to achieve it - It is important to persevere - How to recognise what working together well looks like - What good group-working looks like - How to share success with other people 	<p><u>End points – Knowledge</u></p> <ul style="list-style-type: none"> - They are responsible for their own learning - What an obstacle is and how they can hinder achievement - How to take steps to overcome obstacles - What dreams and ambitions are important to them - About specific people who have overcome difficult challenges to achieve success - How they can best overcome learning challenges - What their own strengths are as a learner 	<p><u>End points – Knowledge</u></p> <ul style="list-style-type: none"> - How to make a new plan and set new goals even if they have been disappointed - How to work as part of a successful group - How to share in the success of a group - What their own hopes and dreams are - Hopes and dreams don't always come true - Reflecting on positive and happy experiences can help them to counteract disappointment - How to work out the steps they need to take to achieve a goal 	<p><u>End points – Knowledge</u></p> <ul style="list-style-type: none"> - About a range of jobs that are carried out by people I know - The types of job they might like to do when they are older - Young people from different cultures may have different dreams and goals - They will need money to help them to achieve some of their dreams - Different jobs pay more money than others - Communicating with someone from a different culture means that they can learn from them and vice versa 	<p><u>End points – Knowledge</u></p> <ul style="list-style-type: none"> - Their own learning strengths - What their classmates like and admire about them - A variety of problems that the world is facing - Some ways in which they could work with others to make the world a better place - What the learning steps are they need to take to achieve their goal - How to set realistic and challenging goals

		- How to evaluate their own learning progress & identify how it can be better next time		- Ways that they can support young people in their own culture and abroad	
Social & emotional skills - Recognise things that they do well - Explain how they learn best - Recognise their own feelings when faced with a challenge/obstacle - Recognise how they feel when they overcome a challenge/obstacle - Celebrate an achievement with a friend - Store feelings of success so that they can be used in the future	Social & emotional skills - Recognise how working with others can be helpful - Work effectively with a partner - Choose a partner with whom they work well - Work as part of a group - Describe their own achievements and the feelings linked to this - Recognise their own strengths as a learner - Recognise how it feels to be part of a group that succeeds and store this feeling	Social & emotional skills - Break down a goal into small steps - Manage feelings of frustration linked to facing obstacles - Imagine how it will feel when they achieve their dream/ambition - Recognise other people's achievements in overcoming difficulties - Recognise how other people can help them to achieve their goals - Share their success with others - Store feelings of success (in their internal treasure chest) to be used at another time	Social & emotional skills - Have a positive attitude - Identify the feeling of disappointment - Cope with disappointment - Identify what resilience is - Identify a time when they have felt disappointed - Talk about their hopes and dreams and the feelings associated with these - Help others to cope with disappointment - Enjoy being part of a group challenge - Share their success with others - Store feelings of success (in their internal treasure chest) to be used at another time	Social & emotional skills - Verbalise what they would like their life to be like when they are grown up - Appreciate the contributions made by people in different jobs - Reflect on the differences between their own learning goals and those of someone from a different culture - Appreciate the differences between themselves and someone from a different culture - Understand why they are motivated to make a positive contribution to supporting others - Appreciate the opportunities learning and education can give them	Social & emotional skills - Understand why it is important to stretch the boundaries of their current learning - Give praise and compliments to other people when they recognise that person's achievements - Empathise with people who are suffering or living in difficult situations - Set success criteria so that they know when they have achieved their goal - Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances

Rights Respecting School

Article 3 – Best interest of the child, Article 4 – Making right real, Article 29 – Aims of education, Article 31 – rest, play, culture & arts

Being and keeping safe and healthy.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Curriculum</u></p> <ul style="list-style-type: none"> - Keeping myself healthy (inc teeth) - Healthier lifestyle choices - Keeping clean - Being safe - Medicine safety/safety with household items - Road safety - Linking health and happiness 	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> - Motivation - Healthier choices - Relaxation - Healthy eating and nutrition - Healthier snacks and sharing food - Keeping teeth clean 	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> - Exercise - Fitness challenges - Food labelling and healthy swaps - Attitudes towards drugs - Keeping safe and why it's important online and off line scenarios - Respect for myself and others - Healthy and safe choices 	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> - Healthier friendships - Group dynamics - Smoking - Alcohol Assertiveness - Peer pressure - Celebrating inner strength - Rail safety 	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> - Smoking, including vaping - Alcohol - Alcohol and anti-social behaviour - Emergency aid - Body image - Relationships with food - Healthy choices - Motivation and behaviour 	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> - Taking personal responsibility - How substances affect the body - Exploitation, including 'county lines' and gang culture - Emotional and mental health - Managing stress
<p><u>End points – Knowledge</u></p> <ul style="list-style-type: none"> - The difference between being healthy and unhealthy - Some ways to keep healthy - How to look after my teeth - How to make healthy lifestyle choices - All household products, including medicines, can be harmful if not used properly - Medicines can help them if they feel poorly - How to keep safe when crossing the road - How to keep themselves clean and healthy 	<p><u>End points – Knowledge</u></p> <ul style="list-style-type: none"> - What their body needs to stay healthy - What relaxed means - Why healthy snacks are good for their bodies - Which foods give their bodies energy - It is important to use medicines safely - What makes them feel relaxed/stressed - How medicines work in their bodies - How to make some healthy snacks - How to look after my teeth 	<p><u>End points – Knowledge</u></p> <ul style="list-style-type: none"> - How exercise affects their bodies - The amount of calories, fat and sugar that they put into their bodies will affect their health - There are different types of drugs - There are things, places and people that can be dangerous - When something feels safe or unsafe - Why their hearts and lungs are such important organs - A range of strategies to keep themselves safe 	<p><u>End points – Knowledge</u></p> <ul style="list-style-type: none"> - There are leaders and followers in groups - The facts about smoking and its effects on health - The facts about alcohol and its effects on health, particularly the liver - Ways to resist when people are putting pressure on them - What they think is right and wrong - How different friendship groups are formed and how they fit into them - Which friends they value most - They can take on different roles according to the situation 	<p><u>End points – Knowledge</u></p> <ul style="list-style-type: none"> - Basic emergency procedures, including the recovery position - The health risks of smoking - How smoking tobacco affects the lungs, liver and heart - How to get help in emergency situations - The media, social media and celebrity culture promotes certain body types - The different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure 	<p><u>End points – Knowledge</u></p> <ul style="list-style-type: none"> - How to take responsibility for their own health - What it means to be emotionally well - How to make choices that benefit their own health and well-being - About different types of drugs and their uses - How these different types of drugs can affect people's bodies, especially their liver and heart - Stress can be triggered by a range of things - Being stressed can cause drug and alcohol misuse - Some people can be exploited and made to do

<ul style="list-style-type: none"> - Germs cause disease/illness - People who can keep them safe 		<ul style="list-style-type: none"> - Their bodies are complex and need taking care of 	<ul style="list-style-type: none"> - Some of the reasons some people start to smoke - Some of the reasons some people drink alcohol 	<ul style="list-style-type: none"> - Some of the risks linked to misusing alcohol, including antisocial behaviour - What makes a healthy lifestyle 	<p>things that are against the law</p> <ul style="list-style-type: none"> - Why some people join gangs and the risk that this can involve
<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Keep themselves safe - Recognise how being healthy helps them to feel happy - Recognise ways to look after themselves if they feel poorly - Recognise when they feel frightened and know how to ask for help - Feel good about themselves when they make healthy choices - Realise that they are special 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Feel positive about caring for their bodies and keeping it healthy - Have a healthy relationship with food - Desire to make healthy lifestyle choices - Identify when a feeling is weak and when a feeling is strong - Express how it feels to share healthy food with their friends 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Respect their own bodies and appreciate what they do - Take responsibility for keeping themselves and others safe - Identify how they feel about drugs - Express how being anxious or scared feels - Set themselves a fitness challenge - Recognise what it feels like to make a healthy choice 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Identify the feelings that they have about their friends and different friendship groups - Recognise negative feelings in peer pressure situations - Identify the feelings of anxiety and fear associated with peer pressure - Tap into their inner strength and know-how to be assertive - Recognise how different people and groups they interact with impact on them - Identify which people they most want to be friends with 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Respect and value their own bodies - Reflect on their own body image and know how important it is that this is positive - Recognise strategies for resisting pressure - Identify ways to keep themselves calm in an emergency - Make informed decisions about whether or not they choose to smoke when they are older - Make informed decisions about whether they choose to drink alcohol when they are older - Accept and respect themselves for who they are - Be motivated to keep themselves healthy and happy 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Motivated to care for their own physical and emotional health - Suggest strategies someone could use to avoid being pressured - Use different strategies to manage stress and pressure - Motivated to find ways to be happy and cope with life's situations without using drugs - Identify ways that someone who is being exploited could help themselves - Recognise that people have different attitudes towards mental health/illness
<p>Rights Respecting School Article 24 – Health, water, food & environment, Article 26 – Social & economic help, Article 27 – food, clothing and a safe home, Article 33 – protection from harmful drugs</p>					

Building positive, healthy relationships.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Curriculum</p> <ul style="list-style-type: none"> - Belonging to a family - Making friends/being a good friend - Physical contact preferences - People who help us - Qualities as a friend and person - Self-acknowledgement - Being a good friend to myself - Celebrating special relationships 	<p>Curriculum</p> <ul style="list-style-type: none"> - Different types of family - Physical contact boundaries - Friendship and conflict - Secrets - Trust and appreciation - Expressing appreciation for special relationships 	<p>Curriculum</p> <ul style="list-style-type: none"> - Family roles and responsibilities - Friendship and negotiation - Keeping safe online & who to ask for help - Being a global citizen - Being aware of how my choices affect others - Awareness of how other children have different lives - Expressing appreciation for family & friends 	<p>Curriculum</p> <ul style="list-style-type: none"> - Jealousy - Love and loss - Memories of loved ones - Getting on and Falling Out - Girlfriends and boyfriends - Showing appreciation to people and animals 	<p>Curriculum</p> <ul style="list-style-type: none"> - Self-recognition and self-worth - Building self-esteem - Safer online communities - Rights and responsibilities online - Online gaming and gambling - Reducing screen time - Dangers of online grooming - SMARRT internet safety rules 	<p>Curriculum</p> <ul style="list-style-type: none"> - Mental health - Identifying mental health worries and sources of support - Love and loss - Managing feelings - Power and control - Assertiveness - Technology safety - Take responsibility with technology use
<p>End points – Knowledge</p> <ul style="list-style-type: none"> - Everyone’s family is different - Families are founded on belonging, love and care - Physical contact can be used as a greeting - How to make a friend - Who to ask for help in the school community - There are lots of different types of families - The characteristics of healthy and safe friends - The different people in the school community and how they help 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - There are lots of forms of physical contact within a family - How to stay stop if someone is hurting them - There are good secrets and worry secrets & why it is important to share worry secrets - What trust is - Everyone’s family is different - Families function well when there is trust, respect, care, love and co-operation 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - Different family members carry out different roles or have different responsibilities within the family - Some friendship skills e.g. taking turns, being a good listener - Some strategies for keeping themselves safe online - They and all children have rights (UNCRC) - Gender stereotypes can be unfair, e.g. Mum is always the carer 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - Some reasons why people feel jealousy - Loss is a normal part of relationships - Negative feelings are a normal part of loss - Sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe - Jealousy can be damaging to relationships - Memories can support us when we lose a special person or animal 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - There are rights and responsibilities in an online community or social network - There are rights and responsibilities when playing a game online - Too much screen time isn’t healthy - How to stay safe when using technology to communicate with friends - A personality is made up of many different characteristics, qualities and attributes 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - It is important to take care of their own mental health - Ways that they can take care of their own mental health - The stages of grief and that there are different types of loss that cause people to grieve - Sometimes people can try to gain power or control them - Some of the dangers of being ‘online’ - How to use technology safely and positively to communicate with their friends and family

	<ul style="list-style-type: none"> - Some reasons why friends have conflicts - Friendships have ups and downs and sometimes change with time 	<ul style="list-style-type: none"> - How some of the actions and work of people around the world help and influence my life - The lives of children around the world can be different from their own 		<ul style="list-style-type: none"> - Belonging to an online community can have positive and negative consequences 	
<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Express how it feels to be part of a family and to care for family members - Say what being a good friend means - Identify forms of physical contact they prefer - Say no when they receive a touch they don't like - Show skills of friendship - Praise themselves and others - Recognise some of their personal qualities - Say why they appreciate a special relationship 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Identify the different roles and responsibilities in their family - Recognise the value that families can bring - Recognise & talk about the types of physical contact that is acceptable / unacceptable - Identify the negative feelings associated with keeping a worry secret - Identify who they trust in their own relationships - Use positive problem-solving techniques to resolve a friendship conflict - Identify the feelings associated with trust - Give and receive compliments - Say who they would go to for help if they were worried or scared 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Identify the responsibilities they have within their family - How to access help if they are concerned about anything on social media or the internet - Empathise with people from other countries who may not have a fair job or are less fortunate - Understand that they are connected to the global community in many different ways - Use Solve it together in a conflict scenario and find a win-win outcome - Identify similarities in children's rights globally - Identify their own wants / needs & how these may be similar or different from other children in school /global community 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Identify feelings and emotions that accompany jealousy - Suggest positive strategies for managing jealousy - Identify people who are special to them and express why - Identify the feelings and emotions that accompany loss - Suggest strategies for managing loss - Tell you about someone they no longer see - Suggest ways to manage relationship changes including how to negotiate 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Suggest strategies for building self-esteem of themselves and others - Identify when an online community/social media group feels risky, uncomfortable, or unsafe - Suggest strategies for staying safe online/ social media - Say how to report unsafe online/social network activity - Identify when an online game is safe or unsafe - Suggest ways to monitor and reduce screen time - Suggest strategies for managing unhelpful pressures online or in social networks 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Recognise that people can get problems with their mental health and that it is nothing to be ashamed of - Help themselves and others when worried about a mental health problem - Recognise when they are feeling grief and have strategies to manage them - Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control - Resist pressure to do something online that might hurt themselves or others - Take responsibility for their own safety and well-being
<p>Rights Respecting School</p> <p>Article 9 – Keeping families together, Article 15 – Setting up or joining groups, Article 18 – Responsibility of parents, Article 19 – Protection from violence, Article 20 – Children without families</p>					

Coping positively with change.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Curriculum</p> <ul style="list-style-type: none"> - Life cycles – animal and human - Changes in me - Changes since being a baby - Differences between female and male bodies (correct terminology) - Linking growing and learning - Coping with change - Transition 	<p>Curriculum</p> <ul style="list-style-type: none"> - Life cycles in nature - Growing from young to old - Increasing independence - Differences in female and male bodies (correct terminology) - Assertiveness - Preparing for transition 	<p>Curriculum</p> <ul style="list-style-type: none"> - How babies grow - Understanding a baby’s needs - Outside body changes - Inside body changes - Family stereotypes - Challenging my ideas - Preparing for transition 	<p>Curriculum</p> <ul style="list-style-type: none"> - Being unique - Having a baby - Girls and puberty - Confidence in change - Accepting change - Environmental change - Preparing for transition 	<p>Curriculum</p> <ul style="list-style-type: none"> - Self- and body image - Influence of online and media on body image - Puberty for girls - Puberty for boys - Conception - Growing responsibility - Coping with change - Preparing for transition 	<p>Curriculum</p> <ul style="list-style-type: none"> - Self-image - Body image - Puberty and feelings - Conception to birth - Reflections about change - Physical attraction - Respect and consent - Boyfriends/girlfriends - Transition
<p>End points – Knowledge</p> <ul style="list-style-type: none"> - The names of male and female private body parts - There are correct names for private body parts and nicknames, and when to use them - Which parts of the body are private and that they belong to that person and that nobody has the right to hurt these - Who to ask for help if they are worried or frightened - Animals including humans have a life cycle - Changes happen when we grow up 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - The physical differences between male and female bodies - Private body parts are special and that no one has the right to hurt these - Who to ask for help if they are worried or frightened - There are different types of touch and that some are acceptable / unacceptable - The correct names for private body parts - Life cycles exist in nature - Aging is a natural process including old age - Some changes are out of an individual’s control 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - The male and female body needs to change at puberty so their bodies can make babies when they are adults - Some of the outside body changes that happen during puberty - Some of the changes on the inside that happen during puberty - In animals and humans lots of changes happen between conception and growing up - In nature it is usually the female that carries the baby 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - Personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm - Babies are made by a sperm joining with an ovum - The names of the different internal and external body parts that are needed to make a baby - How the female and male body change at puberty - Change can bring a range of different emotions 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - How girls’ and boys’ bodies change during puberty and understand the importance of looking after themselves physically and emotionally - Sexual intercourse can lead to conception - Some people need help to conceive and might use IVF - Becoming a teenager involves various changes & also brings growing responsibility - What perception means and that perceptions can be right or wrong 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - How girls’ and boys’ bodies change during puberty and understand the importance of looking after themselves physically and emotionally - How a baby develops from conception through the nine months of pregnancy and how it is born - How being physically attracted to someone changes the nature of the relationship - The importance of self-esteem and what they can do to develop it - What they are looking forward to and what they are worried about when thinking about transition to secondary

<ul style="list-style-type: none"> - People grow up at different rates and that is normal - Learning brings about change 	<ul style="list-style-type: none"> - How their bodies have changed from when they were a baby and that they will continue to change as they age 	<ul style="list-style-type: none"> - In humans a mother carries the baby in her uterus (womb) and this is where it develops 	<ul style="list-style-type: none"> - Personal hygiene is important during puberty and as an adult - Change is a normal part of life & that some changes cannot be controlled and have to be accepted 		<p>school/moving to their next class</p>
<p><u>Social & emotional skills</u></p> <ul style="list-style-type: none"> - Understand and accept that change is a natural part of getting older - Suggest ways to manage change, e.g. moving to a new class - Identify some things that have changed and some things that have stayed the same since being a baby (including the body) - Express why they enjoy learning 	<p><u>Social & emotional skills</u></p> <ul style="list-style-type: none"> - Say who they would go to for help if worried or scared - Say what types of touch they find comfortable/uncomfortable - Confidently ask someone to stop if they are being hurt or frightened - Appreciate that changes will happen and that some can be controlled and others not - Express how they feel about changes - Show appreciation for people who are older - Recognise the independence and responsibilities they have 	<p><u>Social & emotional skills</u></p> <ul style="list-style-type: none"> - Express how they feel about puberty - Say who they can talk to about puberty if they have any worries - Suggest ways to help them manage feelings during changes they are more anxious about - Identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry - Express how they feel about babies 	<p><u>Social & emotional skills</u></p> <ul style="list-style-type: none"> - Appreciate their own uniqueness & that of others - Express any concerns they have about puberty - Strategies for managing the emotions relating to change - Express how they feel about having children when they are grown up - Say who they can talk to about puberty if they are worried - Apply the circle of change model to themselves to have strategies for managing change 	<p><u>Social & emotional skills</u></p> <ul style="list-style-type: none"> - Celebrate what they like about their own and others' self-image and body image - Suggest ways to boost self-esteem of self and others - Recognise that puberty is a natural process that happens to everybody and that it will be OK for them - Ask questions about puberty to seek clarification - Express how they feel about having a romantic relationship when they are an adult - Express how they feel about having children when they are an adult 	<p><u>Social & emotional skills</u></p> <ul style="list-style-type: none"> - Recognise ways they can develop their own self-esteem - Express how they feel about the changes that will happen to them during puberty - Understand that mutual respect is essential in a boyfriend/girlfriend relationship & they shouldn't feel pressured into doing something they don't want to - Recognise how they feel when they reflect on the development & birth of a baby - Celebrate what they like about their own and others' self-image and body image
<p>Rights Respecting School Article 1 – Definition of a child, Article 6 – Life's survival & development, Article 11 – Protection from kidnapping, Article 34 – The right to keep safe (sexual abuse), Article 36 – Protection from exploitation</p>					