

PSHE, Relationships and Sex Education Policy

A Stelling
PSHE Coordinator
July 2022 - Awaiting Governor review

Context

Mortimer Primary School is a large three form entry school with 609 pupils currently on roll (Autumn term 2019).

Children's attainment on entry to our nursery is below age related expectations and an increasing number of these children require additional support. Skills on entry to school are relatively low as evidenced by our baseline data. However, pupil's attainment at the end of Key Stage 2 is higher than the national average and has remained so for a number of years. Other characteristics of our school's pupils include:

- 10% are eligible for Pupil Premium.
- 10.2% of our pupils are SEN.
- The school's deprivation factor is 0.2.

Overall, comparing local indicators with England averages, the health and well-being of children in South Tyneside is worse than England (Child Mental Health Profile March 2019). This highlights the importance of effective Health Education in school.

Latest data from 2019 National Child Measurement Programme is however very encouraging.

Percentage of Reception pupils that were obese

Mortimer	South Tyneside	England
<6	10.3	9.5

Percentage of Year 6 pupils that were obese

Mortimer	South Tyneside	England
17.7	24.2	20.1

Our children participate in a number of Healthy Lives surveys including the 'Active Lives Children and Young People Survey' Academic year 2017-2018 (Sport England) and 'The South Tyneside Children and Young People's Health and Well-Being Survey' 2017.

These surveys produce a wide range of extremely positive data about the children in our school. Please see Appendix 1.

The Process For Policy Development

PSHE Coordinator – Mr P Mackay
Designated Kidsafe UK Tutor – Mrs A Stelling
Headteacher – Mrs G Cunningham
Mental Health and Emotional Well-Being Lead and Designated Safeguarding Lead – Mrs M Peacock

The above members of staff have worked closely together in formulating the policy. Before being formally adopted, the policy was shared with the school council, staff, parents/carers and governors. This was done through meetings/presentations with all the above and through a consultation period with the wider school community on our school website.

The Policy

Our Vision Statement

PSHE and Relationships education is an essential part of our pupil's education as it enables them to develop the knowledge, skills and understanding they will need to become informed, healthy, active, independent and responsible citizens. We encourage pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community. Through taking part in curricular and extra-curricular activities our children learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. The children, as part of the process of growing up, will be given the opportunity to reflect on their experiences and understand how they are developing personally and socially. Spiritual, moral, social and cultural issues are seen to be an important part of this process.

Introduction

The policy follows the statutory guidance document, "Relationships Education, Relationships and Sex Education (RSE) and Health Education" (2019). Its design was also aided by the coordinator's attendance at meetings and courses linked to the guidance's implementation and by following advice contained on the PSHE Association's website. The LA's Healthy School lead was also consulted as a part of the policy's design process. The policy will be reviewed annually. PSHE and Relationships and Sex Education will be monitored and evaluated by the members of staff named in The Process For Policy Development and through continued consultation with parents and members of the School Council.

Working with Parents/Carers and the Wider Community

Our school appreciates the vital role that parents have in the development of their children's understanding about relationships and well-being. Parents as

the first teachers of their children have the most significant influence in their children's maturation and ability to form healthy relationships.

We ensure all parents have access to the planning (One Life Scheme) that we primarily use to deliver PSHE and Relationships Education as it is published on our school website.

Our school holds annual meetings focusing on Relationships Education, PSHE and e safety. These meetings provide an ideal opportunity to talk about how these subjects contribute to supporting our pupil's well-being and help keep children safe.

Working with external agencies

The school works with external organisations to enhance the delivery of these subjects, bringing in specialised knowledge and different ways of engaging with young people and giving pupils the experience of meeting a range of professionals. We work closely with for example our school nurse whose expertise greatly enhances the delivery of the sexual component of lessons to our older KS2 children. External agencies however, are not there to replace our teaching staff rather they are seen as enriching the learning experience that our children receive. Our school also works closely with the LA's Healthy School lead and is committed to the Healthy School's programme.

Relationships Education

Our school understands the importance of our children forging positive relationships. This includes with friends, family and other children and adults, and highlights the important role that positive relationships have to play in an individual's emotional and mental well-being.

Children learn that a relationship and friendship is about families and who are the people who can help and support them. Our children learn key skills such as being kind, respecting others and the importance of being honest and telling the truth, as well as understanding personal privacy. Our pupils are taught about appropriate and inappropriate, or unsafe physical contact.

The importance of positive relationships online is also seen as being an important part of our children's understanding of healthy and safe relationships. This includes content on how information and data is shared and used in all contexts.

Our school appreciates that families of many forms provide a nurturing environment for children. In teaching about families we understand we need to make sure no child feels stigmatised and that some children have a different structure of support around them. This ensures the curriculum is accessible to all pupils regardless of their background.

Our school encourages our pupils to be resilient and to instil in them an ability to achieve and persevere with tasks. We provide many roles in school which encourage our children to actively assist in the running of the school and to have a sense of social responsibility.

Our relationships education programme supports also the safeguarding of our children as we explain to them that they have rights over their own bodies. We ensure that children understand that they need to report any concerns they may have and to seek advice when they suspect or know something is wrong.

By the end of primary school:

Primary – Relationships Education – PUPILS SHOULD KNOW	
Families and people who care for me	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • 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. • 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. • 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. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring Friendships	<ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful Relationships	<ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

Online Relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being Safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Sex Education

Our programme of sex education complements what the children are already taught in science such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Currently specific sex education lessons for our Y6 pupils are delivered with the assistance of our school nurses. This includes using a video, 'Growing Up a guide to puberty' and other age appropriate resources.

Our boys and girls are taught together during the delivery of these sessions. The content prepares them for the changes that adolescence brings and builds on their understanding of the human life cycle in our science programme of study on how a baby is conceived and born.

Parents are given the opportunity to discuss and view the material and resources we use with our PSHE coordinator prior to the lessons taking place. Guidance is also offered about how we see the school working in partnership with parents to deliver knowledge to children about sex education and puberty.

Managing difficult questions

School will always in some way address all questions that the children ask. Considering the ease with which information can be found on the Internet, we are aware that children may be tempted to access information from sources that are inappropriate.

Teachers will commonly answer many questions in a whole class manner but some questions may be better answered in small groups or on a one-to-one basis.

Right to be excused from sex education (commonly referred to as the right to withdrawal)

The headteacher will automatically grant a request to withdraw a pupil from some or all sex education lessons delivered through our PSHE programme other than as part of the science curriculum.

Before granting this request however, the headteacher/designated teacher will discuss with the parent the nature and purpose of the lesson. This will involve discussing with the parents the benefits of receiving this important aspect of their education and the detrimental effects that withdrawal might have on the child. This will include the social and emotional effects of being excluded as well as the likelihood that the child will hear a distorted version of what was delivered in the classroom by their peers.

Parents are not allowed to request their child is withdrawn from Relationship and Health Education lessons except where mentioned above for the same reasons.

Menstruation

All of our Year 5 and Year 6 girls are taught about this area and are taught key facts about the menstrual cycle including: what is the average age this starts, average length of a period, the range of products available and any implications for emotional and physical health.

Sanitary products are available in school and our children are advised that their needs will be addressed in a sensitive manner. Sanitary bins are also in the toilets. In addition to the above lesson content, all of our children (boys and girls) in Year 6 are taught about puberty including menstruation. This is to ensure that all of our children are aware of this aspect of growing up.

The school participates in the DfE funded project ensuring that period products are available for all the children in our school that require them. phs group has been appointed by the DfE to deliver this important service.

Physical health and mental well-being

Our school is privileged to be part of the Department of Education and NHS England's new mental health initiative which focuses on improving the mental health of children and young people. Mortimer Primary School is supported by a member of South Tyneside's Healthy Minds Team who offers low level, early intervention and preventative mental health support. Low level therapeutic support on an individual basis or in a group setting is offered within the school environment for students who are experiencing low mood or anxiety and can support with challenges students may be facing around self-confidence, stress or body image.

Our teaching staff understand that mental well-being is a normal part of daily life, in the same way as physical health. Pupils are taught about the benefits of daily exercise, a healthy diet and sufficient sleep, and developing their knowledge in understanding their own emotions.

Children are taught how to support their own and others' health and well-being. This includes personal hygiene, how to keep yourself healthy and basic first aid. They will understand how physical exercise and outdoor activities also help with their mental well-being.

It is important for children to understand that they are social beings who should enjoy hobbies, interests and taking part in activities in their community. By doing so they will also have an awareness that this is beneficial for their own health and well-being.

Our children are taught about the dangers of excessive use of electronic devices. Our older children are also taught about the reasons that social media, computer games and online gaming have age restrictions and how to manage problems they may encounter online.

Our teaching staff will discuss with our children how feeling isolated or lonely, being bullied or unhappy all have a detrimental impact on pupils' health and well-being.

By the end of primary school:

Primary Health Education	
Mental Wellbeing	<ul style="list-style-type: none">• that mental wellbeing is a normal part of daily life, in the same way as physical health.• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. <ul style="list-style-type: none">• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.• simple self-care techniques, including the importance of rest, time spent with friends and

	<p>family and the benefits of hobbies and interests.</p> <ul style="list-style-type: none"> • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet Safety and Harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical Health & Fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs , Alcohol & Tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health & Prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination
Basic First Aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head

	injuries.
Changing Adolescent Body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Links with other National Curriculum subjects

Science

Children are taught about the main external parts of the body as it grows from birth to old age including puberty.

Computing

Children are taught in an age appropriate way about e-safety and the escalating risks that they will face as they get older. This includes the safe use of technology and to behave in a responsible, respectful manner online, how to keep personal information private and where to go for help and support.

PE

Children are taught how to develop competence to excel in a broad range of physical activities, to be physically active for sustained periods of time, participate in competitive sport and activities and lead healthy, active lives.

Please refer to the above subjects' school policy documents for more detail about how these subjects complement our PSHE and Relationships Education scheme of work.

Whole School Approach

Our health education curriculum is complimented and supported by: the school's wider education on healthy lifestyles through physical education, food technology, science, sport, pupil leadership, extra-curricular activities and school meals.

In our teaching we encourage our children to understand the importance of being honest, kind, tolerant, courteous, resilient and self-sufficient. In doing so we take into consideration the needs of all our pupils and consider pupil voice an important part of this process. This is done for example through the work of our school council and the surveys our children participate in.

Safeguarding, reports of abuse and confidentiality

Due to the nature of this subject where children are at times discussing potentially sensitive issues, children are more likely to report safeguarding issues than they are in other subjects. All of our staff are aware of Keeping Children Safe in Education (KCSIE). Staff understand the requirement to

maintain an appropriate level of confidentiality. This means only involving the necessary personnel including the Designated Safeguarding Lead. Staff understand that they cannot promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interest. If teachers have any concerns about a pupil in relation to self-harm or suicidal thoughts or attempts they must follow the safeguarding procedures.

For further guidance please see our school's safeguarding policy.

Pupils with special educational needs and disabilities (SEND)

Teaching is planned to ensure that our children with special educational needs are catered for. The varying levels of maturity of children in each class is also a consideration. Our teachers also have an understanding that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. In exceptional circumstance the headteacher may want to take a pupil's specific needs arising from their SEND into account as to whether the content of our sex education lessons is appropriate for their stage of development. A decision thus may be made to withdraw pupils with SEND from sex education.

Requirements on schools in law and equality

Teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of the decisions they may make. Our children are not discriminated against because of age, sex, race, disability, religion or belief or sexual orientation.

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.

Our school fosters healthy and respectful peer to peer communication and behaviour between boys and girls and provides an environment which places no restrictions on our children's' achievements or ambitions based on gender.

At Mortimer we have an environment where sexism, misogyny, homophobia and gender stereotypes are not tolerated. Occurrences of these are identified and dealt with. Our staff have an important role to play in modelling positive behaviours. Please see our school's behaviour and discipline policy for further guidance.

Our teaching about healthy relationships, acceptable behaviour and equality will aid our pupils in understanding how they should treat each other and grow into adults who are respectful and kind.

How PSHE and Relationships Education is taught in our school

In the Early Years, PSHE and Relationships Education is taught through the areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Understanding of the World

Through a variety of teaching strategies i.e. stories, role play, songs and games our children learn all about keeping themselves healthy and safe as well as feelings and emotions, kindness and friendship, similarities and differences, sharing and turn taking as well as e-safety and anti-bullying.

PSHE in Key Stages 1 and 2 is taught through four main areas:

- Designated curriculum time.
- Teaching in and through other subjects/curriculum areas.
- Through enrichment activities and other school events.
- Through pastoral care and guidance and assemblies.

The school follows the local authority programme of study for PSHE and Relationships Education. It is called 'One Life' and is a social and emotional skills programme which covers all aspects of the suggested PSHE and Relationships Education curriculum. The sex education content listed in Year 5's programme of study is currently taught in Year 6.

The decision to do this was partly informed by discussions that the school has had with both parents and our School Council. School Council believe (2019) that the Sex Education lessons they receive in Year 6 builds on the content of the Science lessons that are delivered to the children in Year 5 connected to reproduction and puberty.

Where the Union Jack symbol appears, this denotes lessons which link with British Values. The monkey icon links to lessons that the school also delivers through the Kidsafe programme.

Mini Medics is a scheme ran by the LA that teaches First Aid Training to all of our Year 5 children. This builds on what they are taught about dealing with an emergency and also links with the Young Sport Leaders training that the children participate in within this year group.

The school also participates in the project Operation Encompass: The Next Steps which is run in conjunction with Northumbria Police, in partnership with Barnardo's and aims to break the cycle of Domestic Abuse through education and support. Our school has a dedicated SSLO (Schools Safeguarding Liaison Officer) who is available at specified times so that children, staff and parents can talk to her about issues they may have around relationships and Domestic Abuse in a safe environment. She also team teaches age appropriate lessons



exploring friendships, relationships, emotions and rules with staff so that our children can live and work together safely.
























One Life Scheme Plan












Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Making a class charter 	How to make friends	Hygiene	Likes and dislikes	How to ask for help 	Effective listening
	Getting to know each other	Understanding why we fall out	Growing and Changing	Being proud and special 	Recognising when we are loved	Expressing opinions
	Problem Solving	Angry Feelings	Different families 	Feeling worried	Thoughts feelings & behaviours	Right or wrong choices
	Happy playtimes 	Bullying 	Being healthy	Staying calm and relaxed	Dealing with worries 	What living things need
	Making Choices	Hazards in the home	Personal goals	Standing up for yourself 	Helping each other 	Responsibilities



Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Making a class charter 	What are medicines	Money	Where food comes from	Special people	Boys and girls
	Getting to know one another	Household chemicals	Affording something	Custom & ritual	People that help 	Lifecycle
	Communities	Being healthy	Needs vs Wants	Chocolate Project 1	Different families 	We are all unique
	Saving energy/Recycling 	Real vs Imagery hazards	Different meanings of being rich	Chocolate Project 2	Difficult choices	I can make change happen




































Pollution 	Anti-bullying	Simple goals	Chocolate Project 3	People and places around the world	Changing my behaviour 
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Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Creating a class charter 	The importance of friends	Differences & touch 	Similarities and differences  	Where to go for help 	Differences in jobs 
	Gifts & Talents	Finding solutions when we fall out with friends 	Different types of families 	Feeling good about yourself 	Taking responsibility	Role of local council 
	Exploring feelings 	Staying calm	What makes people happy	Surprise & disappointment 	Dealing with worries 	Voting & debating 
	Working in a group 	What to do in an emergency	What makes people healthy	Hide or show feelings 	Making decisions 	Making changes to school & the local area 1 
	Happy playtimes 	Keeping yourself safe 	Overcoming barriers	How to stand up for myself 	Class worrytime 	Making changes to school & the local area 2 



Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Class charter 	Risks	Money 	Cost of chocolate 	Difference & similarities 	Human lifecycle
	How laws are made 	Legal & illegal drugs	How to pay for goods 	Fairtrade	Connectedness 	Children & adults
	Ways to save energy 	Drugs	Family expenses	The Media 	Prejudice	Wishes hopes & dreams

Ways to save water	Alcohol	How to plan & budget	Power of the Media 	Gender stereotypes	Embrace positive changes
Climate change	Peer Pressure	Charities 	Media Stereotypes	Different jobs people do	Dealing with unwanted changes

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Class charter 	Different types of friendship 	Changes in puberty	Respecting opinions  	Where to go for help 	Consequences of crime 
	Personal gifts & talents	Managing conflict	Personal hygiene	Risky choices 	Uncomfortable feelings 	Laws & rules 
	Exploring feelings	Managing my anger	Wellbeing through puberty	Not following the crowd 	Boost up and put downs 	Voting & debating 
	Communication skills	Cyber bullying 	Effective learning	Assertiveness 	Forgiveness 	Improving my local community 1 
Understanding role models	Responding to an emergency	Positive role models	Bullying  	Ways to support one another 	Improving my local community 2 	
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Class charter	Risk and pressure 	How money is earned 1	Different foods	Identity  	Puberty
	Understanding democracy 	Legal & illegal drugs	How money is earned 2	Customs & rituals 	Different types of relationships	Responding to changes
	Environment 	All about smoking	Group presentations	Chocolate we eat 	Stereotyping 	Transition & moving on
	Climate change 	All about alcohol	Project evaluation	Where chocolate comes from 	Put downs and conflicts 	Saying goodbye
Sustainability 	Keeping safe  	Reductions & expenses	What is Fairtrade	Ending friendships 	Leaving activity	

Kidsafe Scheme of Work

KS1	Session Focus
Session 1	Trust
Session 2	Yucky Feelings – Scared, Sad and Worried
Session 3	Bullying and introducing trusted grown-ups within school
Session 4	Voicing and naming of trusted grown-ups
Session 5	Computer/internet safety and age ratings
Session 6	How arguing makes us feel and evaluation
Session 7	Recap evaluation

Years 3/4	Session Focus
Session 1	Building trust and introduction of feelings (sad, scared, worried)
Session 2	Bullying, saying 'no' and trusted adults
Session 3	Computer/internet safety and age ratings
Session 4	Keeping our body and our private places safe and children's rules to help with this
Session 5	Parent/carers arguing and end of course evaluation
Session 6	Mental health and reinforcing the Kidsafe message

Years 5/6	Session Focus
Session 1	Death and loss of a pet
Session 2	Cyberbullying
Session 3	Computer games and violent films
Session 4	Peer pressure
Session 5	What makes you angry and sad and how to deal with these feelings

Assessment

The personal nature of PSHE education means that it cannot be assessed in the same way as most other subjects and it would not be appropriate for assessment in this subject to imply passing or failing 'as a person.'

We have as a school adopted the model advocated by the PSHE Association where for each new topic, or lesson an initial activity is carried out that gauges pupils' starting points in terms of their existing knowledge, skills, attitudes and beliefs. Then at the end of a topic or lesson an activity is carried out which allows them to demonstrate the progress they have made since doing the baseline activity. For example, pupils do a 'mind map' of everything they think, know and believe and questions they may have about the new topic. This is then revisited at the end of a module with a different coloured pen to annotate their initial thoughts with new knowledge, correcting misconceptions, answering their original questions and so on. This will demonstrate the progress they have made and be used as a basis from which attainment can be measured.

Appendix 1

Survey Data

Some statistically key findings are:

Emotional Health and Well-Being

- 79% of pupils believe their teachers listen to them at school. South Tyneside average 74% (South Tyneside 2017).
- 72% of pupils believe their school takes bullying seriously. South Tyneside average 69% (South Tyneside 2017).
- 80% of Y6 pupils believe that school helps them work as part of a team. (South Tyneside 2017).

Resilience and Trust

- Resilience – 95% of pupils agreed with, “If I find something difficult, I keep trying until I can do it.” (Sport England 2018).
- 45% of pupils had a high measure of resilience. ST average 4% (South Tyneside 2017).
- Trust – 95% of pupils believe they can, “trust people who are a similar age.” (Sport England 2018).
- 18% of pupils had low self-esteem. ST average 28% (South Tyneside 2017).
- 39% of pupils had a high self-esteem score. ST average 31% (South Tyneside 2017).

Behaviour

Ofsted noted in 2012 that, “Pupil’s behaviour is exemplary...” and their “...outstanding behaviour and attitudes have a highly positive impact on their learning.”

“Children were bright eyed and cheerful. Relationships between children and members of staff were observed to be strong and respectful, yet confident.... pupils around the school were polite and engaged.” SIA Judgement 2015.

“Children’s behaviour in and around school is exemplary.” SIA Judgement 2019.

Drugs Education

- 75% of Year 6 pupils responded that their teachers had discussed illegal drugs in lessons. ST average 51% (South Tyneside 2017).

E-Safety

- 8% of pupils responded they had been on the internet in the months before the survey. ST average 4% (South Tyneside 2017).
- 14% of pupils responded that they saw a message or post that they later regretted. ST average 20% (South Tyneside 2017).

Physical Activity

- 75% of pupils responded that they exercised enough to make them breathe harder and faster on three days or more in the week before the survey. ST average 64% (South Tyneside 2017).
- 49% of pupils are active more than 60 minutes each day. ST average 41% (South Tyneside 2017).
- 79% of pupils responded that they were fit or very fit. ST average 70% (South Tyneside 2017).
- 91% of pupils enjoyed physical activity 'a lot' or 'quite a lot.' ST average 85% (South Tyneside 2017).
- 96% of pupils agree that they enjoyed taking part in exercise and sports. (Sport England Survey).
- 98% of pupils agree that they understand why exercise and sport are good for them. (Sport England 2018).