

Forest View Primary School

PSHE and RSE policy

April 2020

Rationale and Ethos

At Forest View Primary School, personal, social, health and economic (PSHE) education is an embedded part of our broad and balanced curriculum. Pupils' spiritual, moral, social and cultural (SMSC) development is at the heart of our school ethos. This policy reflects Forest View Primary School's overarching aims and objectives in supporting our children to become healthy and responsible members of society, as well as preparing them for life and work in modern Britain (See Appendix 1 for our wider PSHE curriculum offer).

Relationships Education is complemented through our PSHE One Life Scheme of Work which is supplemented with sessions from the Relationship and Sex Education Primary Scheme devised by North Tyneside Council. (see appendix 3). Relationships Education is defined as 'fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults'

Roles and Responsibilities

The Education Act and Inspections Act 2006 place a requirement on schools to promote pupils' wellbeing (as identified in the Children's Act 2004) as well as their academic achievement. We are committed to promoting the health and wellbeing of pupils, and of the whole school community, and fully recognise the important cyclical relationship between wellbeing and learning.

Legislation (Statutory Regulations and Guidance)

Current regulations and guidance from the Department for Education under the Children and Social Work Act 2017 state that from September 2020, all schools must deliver Relationships Education (in primary schools) and Relationships and Sex Education RSE (in secondary schools). It is compulsory for all schools to teach Health Education. This policy is also informed by existing DfE guidance on

1. Relationships Education, Relationships and Sex Education (RSE) and Health Education (February 2019)
2. Preventing and tackling bullying (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017)
3. Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, Head Teachers, school staff and governing bodies, September 2012)
4. Safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013) and then (Keeping Children Safe in Education, 2018)
5. Equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014). Schools should pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act).
6. Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)

7. SEND code of practice: 0 to 25 years (statutory guidance)
8. Mental Health and Behaviour in Schools (advice for schools)
9. Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
10. Sexual violence and sexual harassment between children in schools (advice for schools)
11. Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

Parental Rights and the Curriculum

Parents **do not** have the right to withdraw their child from the relationship elements of the curriculum or the aspects of sex education covered in the Science Curriculum. This includes the biological aspects of human growth and reproduction. Information on relationships, skills development and values clarification are taught within PSHE.

Parents **do have** the right to withdraw their child from the sex elements of the curriculum provided within PSHE which are not part of the Science Curriculum. If a parent wishes to withdraw their child from aspects of the sex element part of the programme then they need to write a letter to the PSHE Lead or to the Head teacher stating their reasons for the request. Parents will be invited into school to discuss their relevant concerns regarding the programme with the relevant teaching staff in the school.

Accessing the curriculum for all

At Forest View Primary School, we promote the needs and interests of all pupils, irrespective of age, gender, gender identity, sexuality, ethnicity, religion, disability or learning need. At Forest View Primary School we believe it is important to ensure that the PSHE curriculum meets the need of every pupil under the Equality Act of 2010.

Teaching will take into account the age, ability, SEND, readiness, and cultural backgrounds of all children to ensure that all can fully access PSHE provision delivered to them through a spiral curriculum that will be delivered age appropriately.

Curriculum design

Our PSHE programme is an integral part of our whole school PSHE education provision and is designed to meet the unique needs of pupils, not only through the One Life spiral Scheme of Work and the Relationship and Sex Education Primary Scheme but through our wider curriculum offer (Appendix 1). For full subject contents of the One Life Scheme of Work and the Relationship and Sex Education Primary Scheme please see appendix 3 and 4.

At Forest View Primary School, our PSHE programme of learning and wider curriculum will enable children to meet the End of Key Stage Statements as set out in the Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance 2019 (Appendix 5).

Planning

In Early Years Foundation Stage, Medium Term Planning is drawn from the EYFS curriculum and development matters; it is recognised that opportunities are often spontaneous, following the children's experiences, ideas and learning.

KS1 and KS2 use the One Life scheme of work which is supplemented by the Relationship and Sex Education Primary Scheme. These include power points, links to websites and any other information that teachers may need. A separate planning sheet will be filled in to show what part of the scheme has been taught and any noteworthy observations are recorded.

A PSHE lesson is timetabled on a weekly basis or blocked as necessary to cover all objectives. The knowledge and skills are also brought into a range of subjects, thus making the learning more connected and relevant.

The One Life Scheme of Work includes:

- Substance Misuse
- Tobacco
- Risk Taking /Safety
- Diversity
- Emotional Health
- Coping Strategies
- Healthy Eating
- Healthy relationships/bullying
- Puberty/Growing up
- Financial Education
- British Values
- Democracy
- Citizenship
- Physical Activity
- E-Safety
- Careers

Due to our ever expanding wider provision of PSHE, along with our broad and balanced curriculum, there are overlaps with other subjects, for example Computing (E-safety), Science (recycling), PE (leading healthy active lives). Therefore, flexibility in the timetable needs to be accounted for as objectives for PSHE education will be met outside of the

allocated timetable slot. Flexibility in the timetable is also important to allow us to respond to local/national/global events that may occur and allow us to respond to any such event in an age appropriate way.

Whole School Approach- House Groups

Each pupil and teacher from Reception to Year 6 is a member of a house group. Children may or may not be a member of their class teacher's house group. House groups will meet on the first Friday of every term to discuss ideas for winning house treats and discuss how they could gain more house points. These meetings are led by the house captain and vice house captain, supported by the teachers assigned to that house. House captains and vice captains are voted for by the other children in the house. Children are rewarded with house points by all members of staff in school (see behaviour policy)

Whole School Approach- Commando Joes

Commando Joe's is a programme that is based upon a RESPECT curriculum and focuses on the character traits and life skills that a young person will need to draw upon as they go through life. (Resilience, Empathy, Self-Awareness, Passion, Excellence, Communication and Teamwork) During the school year the children will complete a series of challenges that require them to make hard decisions, accept responsibility for their actions and value one another as team mates.

Approaches to teaching and learning

The curriculum is approached in a variety of ways, using a range of teaching and learning styles. We place an emphasis on active learning by including the pupils in circle time, discussions, role play, investigation and problem solving activities. Pupils are also given opportunities to learn through practical and relevant activities and events, for example fund raising for charities, through links with the community and visitors to school. ICT is used within PSHE in a variety of ways to enrich and stimulate learning, including using the internet or pupils using power point to present their learning to others.

Monitoring, reporting and assessment

Monitoring of PSHE is carried out by the PSHE Co-ordinator through learning walks, evidence in files, staff questionnaires, pupil discussions and questionnaires.

PSHE education is reported to parents in end of year reports. The PSHE Co-ordinator will meet annually with the Link Governor to report and update on PSHE education. Assessment has been produced through consultation with the Local Authority for Key Skills throughout the year, as well as termly foundation checks in line with all other foundation assessment

Teaching Responsibility and Staff Training

PSHE has a designated Co-ordinator and Link Governor that will regularly monitor the subject and attend CPD from the Local Authority. The PSHE Co-ordinator will ensure there is appropriate and regular INSET for all teaching staff and HLTAs

Outside visitors and external speakers are used to enhance the curriculum and allow children to get used to the range of people that they can use to support them. When they are used to deliver aspects of our PSHE/RSE programme we will ensure that the School Visitor's Policy and the guidance in this policy is adhered to.

For any sensitive subjects within RSE that are planned to be delivered, parents will be informed prior to the lesson.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers are prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Safe and Effective Practice

Throughout our One Life Scheme of Work, each term will start with a class charter/ground rules that will be displayed on every class noticeboard. The class charter aims to create the correct environment for sensitive topics and makes sure One Life feels different to other academic subjects. The class charter/ground rules will be referred back to at the start of every lesson.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around PSHE and RSE related issues are varied. However, while personal views are respected, all PSHE and RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion. If a teacher is posed with a question from children in regards to RSE, the teacher will answer this question as factually as possible drawing on their knowledge from the curriculum and taking in to account the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the designated

safeguarding lead. Teachers and HLTA's have had training from the Local Authority on how to answer difficult or sensitive questions.

Safeguarding

At Forest View Primary School we understand that by nature certain subjects may carry an increased risk of pupil disclosure, in cases where there is a safeguarding risk, school safeguarding policy in relation to Keeping Children Safe in Education 2018 will be followed. In all other cases; concerns will be recorded on CPoMS and pupils will be supported by the Deputy Head or Head Teacher. All external contributors will be informed of our safeguarding policy prior to working with the children.

Along with Local Authority training for Teachers and HLTAs on answering sensitive and difficult questions; if the question raises potential safeguarding concerns, staff should respond in a way that will allow them time to seek advice from the Deputy Head or Head Teacher by replying with for instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer.'

Links to Other School Policies

This Policy compliments the following policies:

- Child protection/safeguarding
- Extremism
- Anti-Bullying
- Online safety
- Drug education and the management of drug-related incidents
- Attendance
- Behaviour
- Inclusion
- School Visitors

Engaging stakeholders

Stakeholders are people who are affected by our school or who have an effect on the school. They will include groups such as those who make up our community e.g. parents, staff and critically our pupils.

This policy has been produced through engagement with the Local Authority, Governors, Teaching Staff and Children as well as guidance from the PSHE Association.

We will communicate with parents and carers through Forest View Primary School's school website and Facebook Page as well as letters to parents and discussions during parent meetings.

PSHE Policy review date

This policy will be reviewed in July 2021 by the PSHE Coordinator. This will ensure that the policy continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

Appendices

Appendix 1

Wider PSHE wider curriculum offer

Appendix 2

One Life Scheme of Work Guidance

Appendix 3

PSHE and SRE One Life Scheme of Work (supplemented with sessions from the Relationship and Sex Education Primary Scheme devised by North Tyneside Council)

Appendix 4

Relationship and Sex Education Primary Scheme subject contents

Appendix 5

End of Key Stage Statements

Appendix 1: Wider PSHE wider curriculum offer

Foundation	EYFS Curriculum links including sharing, following rules. Health and self-care. Hand washing sessions with school nurse. Heights and weights.
Year 1	Road Safety Fundraising
Year 2	Road Safety Fundraising
Year 3	Police Visits- cyber bullying, staying safe online.
Year 4	Police Visits- cyber bullying, staying safe online.
Year 5	Hoops 4 Health Science –animals including human Health care service delivering talks to girls Outward bound activities Police Visits- cyber bullying, staying safe online.
Year 6	Hoops 4 Health Operation Encompass -Relationships and emotions Puberty talk with nurses E Safety lessons on cyber bullying and staying safe online RAP event -reducing accidents at play -discusses first aid, drug use, staying safe, making a 999 call, dealing with gas emergencies, fire etc. Police Visits- cyber bullying, staying safe online. Make £5 grow Outward bounds activities
Whole School Participation	NUFC football Club Jumpstart Johnny Wake Up Shake up sessions at the beginning of the day. Commando Joes Kids Safe Assemblies Early Help and CP programmes provide support at home-boundaries Music Festival Children in Need Comic Relief Mental Health Week Healthy Lifestyles Week New experiences including restaurants, museum and art galleries, Beamish, Seven Stories, Library visits Emotional Resilience Support Life skills –public transport, paying for things, ordering Spread the happiness award Yoga club Nurture groups including: -Sharing emotions -safe space -Bereavement --Good to be me program Team work, collaboration, supporting others Communication

Appendix 2: One Life Scheme of Work Guidance



One Life Primary Guidance Pack

Social and emotional aspects of learning (SEAL) is a comprehensive, whole-school approach to promoting the social and emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and well-being of all who learn and work in schools (Department for Education 2010)

Following on from the finding of the 'Review of Emotional Health and Wellbeing Education Programmes for Children and Young People in South Tyneside' undertaken by Claire Mawson (Senior Public Health Advanced Practitioner) , it was identified that school staff wanted a comprehensive PSHE programme to follow that embedded SEAL within a variety of other topics.

What is 'One Life'?

'One Life' is a brand name that was developed around five years ago by students in Boldon Comprehensive. It was originally intended for Secondary PSHE but from pupil feedback we have decided to expand the brand so it follows children throughout their school career.

One Life is the brand given to a Primary PSHE scheme of work.

The following resources embed SEAL within a whole school PSHE programme. The scheme of work includes

- Substance Misuse
- Tobacco
- Risk Taking /Safety
- Diversity
- Emotional Health
- Coping Strategies
- Healthy Eating
- Healthy relationships/bullying
- Puberty/Growing up
- Financial Education
- British Values
- Democracy
- Citizenship
- Physical Activity
- E-Safety
- Careers

Why PSHE is Important?

PSHE education gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.

These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

How does One Life help schools hit their statutory duties?

Under section 78 of the Education Act 2002 and the Academies Act 2010, schools must provide a 'balanced and broadly-based curriculum' which promotes *'the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life'*.

PSHE education makes a major contribution to schools fulfilling this duty.

Schools also have duties in relation to promoting pupil wellbeing and pupil safeguarding ([Children Act 2004](#)) and community cohesion ([Education Act 2006](#)). Paragraph 41 of statutory guidance on [Keeping Children Safe in Education](#), the Department for Education states that *'schools should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities. This may include covering relevant issues through PSHE...'*

The [Equality Act 2010](#) also places duties on schools not just to address prejudice-based bullying but also to help to prevent it happening, and in doing so to keep protected characteristic groups safe. PSHE education, with its focus on identity and equality, can help schools to fulfil this duty.

Maintained schools have further statutory duties to:

- Promote children and young people's wellbeing (defined in the Children Act 2004 as *'the promotion of physical and mental health; emotional wellbeing; social and economic wellbeing; education, training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect.'*)
- Promote community cohesion ([Education and Inspections Act 2006](#); [Education Act 2002](#)).

Preparing to Teach 'One Life'.

Schools should have an appropriate policy in place to ensure that parents and the wider community understand what is being taught. The policy should explain why PSHE is important, why it is taught, how it will be taught and how it will be assessed and evaluated. (See appendix 1- Sample Policy).

All governors and school staff should be introduced to the idea of One Life and should be able to comment on what the programme is. Teaching staff should feel prepared to teach One Life and have adequate training which is kept up to date. The programme should be valued and staff should take ownership over different subject areas.

School may want to inform parent/carers and the programme should be outlined on the school website. The wider community should be made aware- for instance outside visitors may want to design their delivery around the content or they may support the school staff on some of the delivery eg) the Fire Service may support the safety lessons.

Creating the Correct Environment

Every term starts with a class charter. The purpose of a class charter is to create the correct environment for sensitive topics and makes sure One Life feels different to other academic

subjects. Ground rules or a class charter protects the teaching staff and the pupils and makes sure that lessons run smoothly. This can be displayed and referred back to if issues arise.

(See appendix 2 –sample class charter)

Format of One Life

The spiral curriculum starts in Year 1 and follows the children through to Year 6. The distribution of the lessons complements key campaigns throughout the year such as Anti-bullying Week.

The scheme of work includes one lesson per week per term. The lessons are designed to be flexible to fit to be slotted in for schools who do not teach discreet PSHE.

Learning Activities

One Life uses open learning activities which suit the ethos of PSHE. All learning activities used in 'One Life' allow opportunities for discussion and debate. Open learning activities provide an opportunity for students for pupils to develop their skills, knowledge and attitude. Never underestimate the impact of children debating or discussing- even practising using language or talking about feelings can help them develop key skills for the future.

How should 'One Life' be assessed?

To be successful independent learners, children and young people need regular opportunities to reflect on and identify what they have learned, what needs to be learned next and what they need to do to continue their learning. Teachers also need to be clear about the progress and achievements of the pupils they teach, and how their learning might be improved.

To enable this to happen, assessment has to be an integral part of the teaching and learning in all subjects, including PSHE education. However, the personal nature of PSHE education means that it cannot be assessed in the same way as most other subjects and it would be inappropriate for assessment in PSHE education to imply passing or failing 'as a person'. It *is* however possible to recognise and evidence progress and attainment in the knowledge, understanding, skills and attributes PSHE strives to develop.

For each new topic, module, or series of lessons, an initial activity is carried out that gauges pupils' starting point in terms of their existing knowledge, skills, attitudes and beliefs. This is used to inform the teacher's planning for that module. Then, at the end of the topic, module, or lesson an activity is carried out which allows pupils to demonstrate the progress they've made since doing the baseline activity. For example, pupils do a 'mind-map' of everything they know, think or believe and questions they have about the new topic, then at the end of the module they take a different coloured pen and revisit their original mind-map, adding to it, correcting previous misconceptions, answering their original questions and so on. This will demonstrate the progress they have made and can also be used to measure attainment against a set of success criteria identified by the teacher.

There are a number of activities which involve the children writing/drawing. A blank exercise book or a file maybe useful for the children to collect evidence. Also photographs of group/ project work can act as good evidence of whole class work.

Monitoring and Evaluating 'One Life'.

'One Life' can be monitored using a version of the Healthy Schools PSHE Monitoring sheet (see Appendix 3). By evaluating One Life, a school can quantify how successful a programme is. PSHE has the potential to generate some real life outcome examples such as referrals to support services or a really interesting discussion where pupil attitudes are explored and challenged.

Great outcomes from PSHE programmes may be outcomes such as

- X pupils were referred to bereavement counselling following a disclosure in a lesson about families
- X number of safeguarding concerns were reported to safeguarding lead
- One child disclosed they were being bullied after a lesson and was offered support
- 30 children were given ChildLine leaflets to take home

Impact of One Life

Teaching and support staff need to feel equipped to deal with issues or concerns as they arise during teaching of sensitive subjects. There is nothing wrong with saying to pupils 'shall we learn about this together?' or 'That question is a really good one- can I go away and find the best answer for you- I'll get back to you as soon as I can'. These techniques are incredibly helpful if a child asks something that is age inappropriate or you need some time to put together an appropriate answer.

Teachers should also have a list of useful websites/ key contacts they can talk to to find out more information. See Appendix 4.

List of Appendices

Appendix 1	Sample Policy
Appendix 2	Sample Class Charter
Appendix 3	Healthy Schools PSHE Monitoring
Appendix 4	Useful Websites /Key Contacts

Appendix 1

**PSHE
A Policy Guideline**

School Information:	Name of school
Background Information:	Number on role, religious and ethnic mix, SEN information
Date Policy Written:	
Review Dates:	
Consultation:	Statement on who should be consulted – e.g. staff, pupils, parents, carers, community, governors, outside agencies
Dissemination:	Statement on who should receive and read the document
Definition:	Statement defining PSHE What is PSHE?
Policy Statement / Vision:	Statement defining ethos of school – Why PSHE should be taught How PSHE supports the core mission of the school and the values framework for PSHE
Aims:	Statement on aims To develop To support

	<p>To encourage</p> <p>To deliver</p> <p>To raise</p> <p>To enable</p> <p>To promote</p>
Relation to School Aims:	<p>Statement on relationship to whole school aims – How the school ethos supports PSHE</p>
Teaching and Learning Style:	<p>Statement on appropriate teaching and learning methods-</p> <p>What teaching and learning styles are appropriate in this subject?</p> <p>What are the teaching methods and approaches advocated?</p>
Organisation:	<p>Statement on how PSHE is organised –</p> <p>Who is responsible for coordinating the subject and who teaches it?</p> <p>How are all pupils included? What extra provision is there for pupils with learning difficulties? How will the needs of pupils with specific needs be met?</p> <p>How will cross curricular links be addressed?</p> <p>Special events supporting PSHE</p>
Relationships to other Curriculum Areas:	<p>Statement on links to other curriculum areas –</p> <p>E.g. Drug education, Emotional Health and wellbeing, Safety, Healthy eating, sex and Relationships</p>
Assessment, Recording and Reporting:	<p>Statement on –</p> <p>What is going to be assessed, including values, ability to know and recognise feelings, knowledge attitudes and skills.</p> <p>How will learning be assessed including self, peer and teacher learning</p>
Monitoring and Evaluation:	<p>Statement on –</p> <p>Name of person who will monitor implementation.</p> <p>Date of next review</p>
Responsibilities:	<p>Statement on –</p> <p>Who is responsible for co-ordinating the subject and who teaches it</p>

Staff Training:	Statement on – Opportunities for staff CPD
Resources Available:	Resources appendix
Relation to other policies:	Statement on related policies e.g. Child Protection, Safety, Anti-bullying, Anti-racism, Behaviour, Inclusion, Drug Education Sex and Relationships, Emotional Health and Wellbeing, Citizenship, Equal Opportunities, Confidentiality

Appendix Two

Sample Class Charter/Ground Rules

Respect one another

There is no such thing as a silly question

Keep examples anonymous- use 'My Friend.....'

Adults in the room will keep confidentiality unless they think you or someone else may in danger. Adults cannot guarantee that other pupils will keep confidentiality so only share what you are comfortable sharing

Use the words you feel comfortable with

Listen to others

Direct any challenges to the teacher rather than the person who said it

We will support those who are less confident

We will make a positive contribution

We have the right to 'pass' if you do not feel comfortable

Appendix 3 – Sample PSHE Monitoring/Evaluation- Staff and Pupils



PSHE Monitoring and Evaluation Review

This document has been written to support the monitoring and evaluation of PSHE across the whole curriculum. It is intended to be a guidance document that can be developed and adapted according to need.

The document provides a template for all school staff to consider whether the PSHE programme of work has been adhered to, how it can be improved, and how to ensure that PSHE is a holistic part of school life with, planned in relation to other areas of the curriculum. It is recommended that this review takes place each half term. The pupil evaluation template can be used as required by teaching staff. It is advised that this should be used at least once per half term, or at the end of a series of sessions on one theme. Alternatively, it can be used by the PSHE co-ordinator with a focus group of pupils to review the programme of work, ensuring that pupil needs are met within the PSHE curriculum

Benefits for teachers

This document supports teachers to,

- Review current provision for PSHE
- Identify where PSHE is taught in other curriculum areas
- Consider areas for development
- Evaluate pupil response to lessons

Benefits for the PSHE co-ordinator

This document supports the PSHE co-ordinator to,

- Review and plan for whole school PSHE provision
- Identify and map PSHE provision in other curriculum areas
- Identify areas for development
- Provide assessment, evaluation and monitoring opportunities

Benefits for Senior Managers

This document supports Senior Managers in the following ways.

- To complete the SEF by providing evidence of PSHE implementation and possible impact
- To identify CPD needs in relation to PSHE
- To plan for moderation of the teaching and learning of PSHE by Senior Management team
- To provide evidence for the Governor’s Annual report to parents

Benefits to pupils

- This document provides pupils with the opportunity to
- Provide feedback for the monitoring and evaluation of the PSHE programme of work
- Actively participate in the planning and development of successive programmes of work for PSHE

Name	Year Group
PHSE Theme	

<i>From the plans for PSHE for this half term, what have you covered within PSHE lessons?</i>	<i>Have you covered any areas of planned PSHE in other curriculum areas? If so, what and where?</i>	<i>Have you covered any areas of PSHE during this half-term which were not planned within the existing PSHE programme of work? If yes, please state what and where.</i>
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<p><i>What were the most effective lessons? How were they planned? How were pupils grouped? Did you have involvement from other adults/agencies?</i></p>	<p><i>How were pupils involved in the lesson development, implementation and/or evaluation? How do you know that pupils have developed knowledge, skills and attitudes in PSHE?</i></p>	<p><i>What resources, including story books, did you use to support the teaching of PSHE this term?</i></p>

<p><i>What have been the intended outcomes of the PSHE programme of work taught this half-term?</i></p>	<p><i>Have there been any unintended outcomes of the work? Please specify</i></p>	<p><i>On a scale of 0-10, with 0 being the lowest, how confident do you feel in teaching these PSHE themes?</i></p> <p><i>Do you feel that you would like additional training and development? If so, please state support reqd.</i></p>
<p><i>Relative to other curriculum areas, are there any aspects of the PSHE programme of work, that would complement other work studied this half-term?</i></p>	<p><i>In the future, when working on this theme, how can you involve pupils further?</i></p>	<p><i>Considering what has been taught this half-term, are there any areas for development?</i></p>

What has been the impact on pupils of the PSHE programme of work?

PSHE Pupil Evaluation Name:

Year Group:

Is there anything you did not like about your PSHE lessons this term? If so, what?

What other things would you have liked to learn about/discuss?

Write one sentence about how you might change your behaviour in relation to what you have learned this half-term.

Do you have any other comments that might help your teacher in planning PSHE lessons?

Appendix 4

Primary PSHE Key Websites- For Children, Teachers and Parents

Healthy Eating/ Physical Activity

<https://campaignresources.phe.gov.uk/schools>

Puberty

<http://www.bbc.co.uk/science/humanbody/body/interactives/lifecycle/teenagers/>

Bullying/ Healthy Relationships

<http://www.bullying.co.uk/>

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/>

<https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/>

<http://thehideout.org.uk/young-people/adults-young-people-and-domestic-abuse/resources/educational-toolkit/>

Emotional Health

<https://childline.org.uk/>

<http://www.youngminds.org.uk/>

Financial Education

<https://www.pfeg.org/>

<https://www.young-enterprise.org.uk/>

Citizenship

<http://www.gogivers.org/>

<http://www.citizenshipfoundation.org.uk/main/page.php?427>

Democracy

<http://www.parliament.uk/education/>

Substance Misuse

<http://mentor-adepis.org/>

Internet Safety

<https://www.thinkuknow.co.uk/>

Appendix 3. PSHE and SRE One Life Scheme of Work (supplemented with sessions from the Relationship and Sex Education Primary Scheme devised by North Tyneside Council)





















Forest View Primary School - One Life and RSE Scheme Overview











Please note: 1. All year groups need to fit in the 'Expect Respect' and Operation Encompass the Next Steps (OEtNS) lesson from the RSE scheme where you feel it is appropriate. 2. There needs to be flexibility in your timetable as some objectives for PSHE education will be met outside of the allocated timetable slot. Flexibility in the timetable is also important to allow us to respond to school/ local/national/global events that may occur and allow us to respond to any such event in an age appropriate way.


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Making a class charter	RSE scheme. Yr1 L5 Caring friendships. 🐵	Hygiene	Likes and dislikes	How to ask for help 🐵	Effective listening
	RSE scheme. Yr 1 L1 Feelings	Understanding why we fall out	Growing and Changing	Being proud and special	Recognise when we are loved	Expressing opinions
	RSE scheme. Yr 1 L2 My Body	Angry Feelings	RSE scheme. Yr 1 L4 Families and people who care for me.	Feeling worried 🐵	Thoughts feelings & behaviours	RSE scheme. Yr1 L6 Choices
	RSE scheme. Yr 1 L3 My Body belongs to me.	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 	People and places around the world
	RSE scheme. Yr 2 L3 x2 Caring friendships/respectful relationships.	Household chemicals	Affording something	Custom & ritual	RSE scheme. Yr 2 L1 x2 My Body	We are all unique
	Saving energy/Recycling	Real vs Imagery hazards	Needs vs Wants	Chocolate Project 1	RSE scheme. Yr 2 L2 Growing and changing	I can make change happen
	Pollution	RSE scheme. Yr 2 L4 Health and prevention	Different meanings of being rich	Chocolate Project 2	Difficult choices	Changing my behaviour
		Anti-bullying 	Simple goals	Chocolate Project 3		

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Creating a class charter	The importance of friends	Difference & touch 	RSE scheme. Yr 3 L3x2. Respectful relationships. Challenging stereotypes. 	RSE scheme. Yr 3 L4 Being safe in relationships. 	Different jobs
	RSE scheme. Yr 3 L1 Good to be me.	Finding solutions when we fall out with friends 	RSE scheme. Yr 3 L2 Families.	Feeling good about yourself 	RSE scheme. Yr 3 L5 Responsibilities, choices and consequences, being safe. 	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	RSE scheme. Yr 3 L6 Safety. 	Overcoming barriers	How to stand up for myself 	Class worry time 	Making changes to school & the local area 2	

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Class charter	 RSE scheme. Yr 4 L5. Being Safe	Money	Cost of chocolate	Difference & similarities	RSE scheme. Yr 4 L3 Respectful relationships.
	How laws are made	Legal & illegal drugs	How to pay for goods	Fairtrade	Connectedness	Wishes hopes & dreams
	Ways to save energy	Drugs	Family expenses	The Media 	Prejudice	Embrace positive changes
	Ways to save water	Alcohol	How to plan & budget	Power of the Media 	RSE scheme. Yr 4 L1 Growing and Changing	Dealing with unwanted changes
Climate change	RSE scheme. Yr 4 L4 Being Assertive. 	Charities	Media Stereotypes	RSE scheme. Yr 4 L2 Health and Prevention		

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Class charter	RSE scheme. Yr 5 L1 Building Good Relationships.	RSE scheme. Yr 5 L3 Puberty for girls and boys. (changing adolescent body)	RSE scheme. Yr 5 L5 Difference and diversity.	Where to go for help 	Consequences of crime
	Personal gifts & talents	RSE scheme. Yr 5 L2 Keeping Safe in Relationships.	RSE scheme. Yr 5 L4 Puberty and hygiene.	Risky choices 	Uncomfortable feelings 	Laws & rules
	Exploring feelings	Managing conflict and Managing my anger (2 lessons together)	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	RSE scheme. Yr 6 L5 x2. Being Safe.	How money is earned 1	Different foods	Identity	RSE scheme. Yr 6 L3 Puberty and reproduction.
	RSE scheme. Yr 6 L2 Rights of the child.	Risk and pressure	How money is earned 2	Customs & rituals	 RSE scheme. Yr 6 L1 building good relationships.	RSE scheme. Yr 6 L4 Conception and pregnancy
	Environment	Legal & illegal drugs	Group presentations	Chocolate we eat	Stereotyping	RSE scheme. Yr 6 L6 Changes
	Climate change	All about smoking	Project evaluation	Where chocolate comes from	Put downs and conflicts	Transition & moving on /Saying goodbye (do lessons together)
	Sustainability	All about alcohol	Reductions & expenses	What is Fairtrade	Ending friendships	Leaving activity

Appendix 4

Relationship and Sex Education Primary Scheme subject contents

RSE Primary Curriculum Overview

Early years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Expect respect</u></p> <p>Consider & challenge gender expectations using toys</p> <p>Ongoing work on being kind to others</p>	<p><u>Expect respect</u></p> <p>Friends, secrets and people who can help us.</p> <p>Links with Operation Encompass the Next Steps (OEtNS) KS1 lessons: friendships and relationships and emotions and empathy</p>	<p><u>Expect respect</u></p> <p>Gender, careers and assumptions</p> <p>Links with Operation Encompass the Next Steps (OEtNS) KS1 lessons: emotions and empathy; rules and expectations</p>	<p><u>Expect respect</u></p> <p>Resolving conflict and where to get help</p> <p>Links with Operation Encompass the Next Steps (OEtNS) KS2 lesson:</p> <p>Friendships and relationships</p>	<p><u>Expect respect</u></p> <p>Examining violence, excuses and responsibility</p> <p>Links with Operation Encompass the Next Steps (OEtNS) KS2 lessons : Emotions and empathy</p>	<p><u>Expect respect</u></p> <p>Secrets and stories</p> <p>Links with Operation Encompass the Next Steps (OEtNS) KS2 lessons:</p> <p>Rules and expectations</p>	<p><u>Expect respect</u></p> <p>Court Room Game</p> <p>Links with Operation Encompass the Next Steps (OEtNS) KS2 lessons:</p> <p>Rules and expectations revisited</p>

<p>Different families/same love - posters/stories</p> <p>Stereotypes and challenging them girls/ boys</p> <p>Integrated introduction of terms lesbian, gay- through stories</p>	<p>Different families/same love -posters/stories</p> <p>Stereotypes and challenging them girls/ boys</p> <p>Integrated introduction of terms lesbian, gay - through stories</p>	<p>Different families/same love -posters/stories</p> <p>Stereotypes and challenging them girls/ boys</p> <p>Integrated use of terms lesbian, gay - through stories</p>	<p>Different families/same love -posters/stories</p> <p>Integrated use of terms lesbian, gay- through stories and conversations about relationships</p> <p>Challenging Homophobic language</p>	<p>Different families/same love -posters/stories</p> <p>Integrated use of terms lesbian, gay, transgender - through stories and conversations about relationships</p> <p>Challenging Homophobic language</p>	<p>Different families/same love -posters/stories</p> <p>Integrated use of terms lesbian, gay, bisexual and transgender – through stories, RE and conversations about and relationships.</p> <p>Challenging Homophobic language</p>	<p>Different families/same love -posters/stories</p> <p>Integrated use of terms lesbian, gay, bisexual and transgender – through stories, RE and conversations about relationships</p> <p>Challenging Homophobic language</p>
<p>Underwear rule</p> <p>NSPCC- PANTS</p> <p>Rules, boundaries and being safe</p>	<p>Underwear rule</p> <p>NSPCC- PANTS</p> <p>Rules, boundaries and being safe</p>	<p>Underwear rule</p> <p>NSPCC- PANTS</p> <p>Rules, boundaries and being safe</p>	<p>Underwear rule</p> <p>NSPCC- PANTS</p> <p>Rules, boundaries and being safe</p>	<p>Underwear rule</p> <p>NSPCC- PANTS</p> <p>Rules, boundaries and being safe</p>	<p>Underwear rule</p> <p>NSPCC- PANTS</p> <p>Rules, boundaries and being safe</p>	<p>Underwear rule</p> <p>NSPCC- PANTS</p> <p>Rules, boundaries and being safe</p>
<p>Anti Bullying / Kindness Week</p>	<p>Anti Bullying / Kindness Week</p>	<p>Anti Bullying / Kindness Week</p>	<p>Anti Bullying / Kindness Week</p>	<p>Anti Bullying / Kindness Week</p>	<p>Anti Bullying / Kindness Week</p>	<p>Anti Bullying / Kindness Week</p>
<p>Early Years</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>
<p>My feelings</p>	<p>Myself and others (Feelings)</p>	<p>My body: Similarities and differences (2 lessons)</p>	<p>Good to be me (Self esteem)</p>	<p>Growing and Changing</p>	<p>Building good relationships</p>	<p>Building good relationships Rights of the child</p>
<p>My family</p>	<p>My body</p>	<p>Growing and changing</p>	<p>Families</p>	<p>Personal hygiene</p>	<p>Building good relationships</p>	<p>Puberty and reproduction</p>

					(Commitment)	
My body	My body belongs to me	Caring friendships and respectful relationships	Respectful relationships (Challenging stereotypes) (2 lessons)	Respectful Relationships	Keeping safe in relationships	Conception and pregnancy
My body	Families and people who care for me	Caring friendships and respectful relationships	Being safe in relationships	Being assertive	Puberty for boys and girls (2 lessons)	Being Safe CSE resources Alright Charlie
Being clean and healthy	Caring friendships	Health and prevention (2 lessons)	Responsibilities, Choices and consequences	Being safe	Puberty and hygiene	Changes NSPCC Making Sense of relationships (3 sessions)
	Choices		Safety		Difference and diversity	

The suggested activities in this scheme are to support schools to deliver a comprehensive RSE programme that meets the needs of their children.

Schools are reminded to ensure that the RSE scheme follows guidance laid out in their school RSE policy and is compliant with statutory guidance for ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ (2019)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education2.pdf

This scheme does not include lessons related to online relationships specifically but activities can be adapted to do so.

The suggested scheme aims to provide an RSE curriculum that is developmental, builds on prior learning and that can be fitted into the schools timetabled Personal, Social, Health and Economic Education (PSHE) programme.

This suggested scheme **includes reference to teaching about all sorts of relationships** including same sex relationships in order to prepare children for living in modern society and also to help protect their mental health. Such teaching must be sensitive, age appropriate in approach and content and integrated into the programme of study. Stories are an excellent way to explore different types of families and relationships and some suggested titles can be found through the following links:

<https://www.booktrust.org.uk/booklists/l/lgbt-picture-books/>

https://www.goodreads.com/list/show/15355.LGBTQ_Children_s_Literature

Appendix 5: End of Key Stage Statements

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

CORE THEME 1: HEALTH AND WELLBEING

This core theme focuses on:

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, including puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing

CORE THEME 2: RELATIONSHIPS

This core theme focuses on:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships.

CORE THEME 3: LIVING IN THE WIDER WORLD (ECONOMIC WELLBEING AND BEING A RESPONSIBLE CITIZEN)

This core theme focuses on:

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect diversity and equality and how to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. the part that money plays in people's lives.
8. a basic understanding of enterprise

KS1 Learning opportunities in Health and Wellbeing	KS2 Learning opportunities in Health and Wellbeing
Healthy lifestyles (physical wellbeing)	
<p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4. about why sleep is important and different ways to rest and relax</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>H10. about the people who help us to stay physically healthy</p>	<p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>
Mental health	
<p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people’s bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p>	<p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community</p>

<p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>	<p>groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>
<p>Ourselves, growing and changing</p>	
<p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H24. how to manage when finding things difficult</p> <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>H27. about preparing to move to a new class/year group</p>	<p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H33. about the processes of reproduction and birth as part of the human life</p>

	<p>cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H36. strategies to manage transitions between classes and key stages</p>
<p>Keeping safe</p>	
<p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p>	<p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common Injuries.</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.</p>
<p>Drugs, alcohol and tobacco</p>	
<p>H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>	<p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health;</p> <p>recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that</p>

	<p>some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>
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<p>By the end of primary school: Families and people who care for me</p>	<p>Pupils should know</p> <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. <p>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.</p> <ul style="list-style-type: none"> • 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.
<p>Caring friendships</p>	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online Relationships	<p>Pupils should know</p> <p>that people sometimes behave differently online, including by pretending to be someone they are not.</p> <ul style="list-style-type: none"> • 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.

