

PSHE Policy

Policy Development

This policy covers our school's approach to Personal, Social, Health Education. It has been produced and developed by the subject leader in consultation with governors, staff, pupils and parents and will be kept under review annually. At every review, the governing body and the head teacher will approve the policy.

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- The Equality Act 2010
- DfE Statutory Guidance - 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE Science programmes of study: key stages 1 and 2'
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

Document Purpose

This document reflects the values of philosophy of Lostock Hall Community Primary School with a focus on providing pupils with life skills that they will use to shape their future. The inclusive PSHE curriculum will aim to enable a progressive learning journey of knowledge, skills and creativity. The policy provides a framework within which teaching and non-teaching staff work, and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the school's policies, including policies for Anti-bullying, Safeguarding, Visitors, and Confidentiality, Science and RE. It should be read together with the key skills documents for PSHE, Science and RE, which can be used as a springboard to develop the individual teacher's ideas in a personal way within the school's guidelines. The inclusive PSHE curriculum will aim to enable a progressive learning journey of knowledge, skills and creativity. We use the Coram Education SCARF programme of learning as a whole school approach to develop our children's understanding of staying safe, caring for others, resilience and relationships. This should enable teachers to design a programme of activities that is responsive to their own and children's skills and needs at that particular time.

*Note: SCARF scheme from Coram education. **Safety, Caring, Achievement, Resilience, Friendship.***

SCARF is a framework consisting of lesson plans, online planning, assessment and Ofsted tools to provide and support teacher's skills and confidence to embed a comprehensive RE / RSE, PSHE and Wellbeing programme throughout the primary years. SCARF is a whole-school approach to promoting behaviour, safety, achievement and wellbeing.

Audience

This Document relates to pupils in Key Stages 1 and 2. The children in the Early Years Foundation Stage (EYFS) follow the Early Learning Goals for Personal Social Emotional Development, which can be found in the Policy for the EYFS. This policy is intended for all teaching staff and staff with classroom responsibilities, the school governors, parents, inspection teams and LEA Advisors. This policy document, after presentation to, and agreement by, the staff and Governing Body, is distributed to all teaching and non-teaching staff and the School Governors and is accessible on the school website. Such distribution ensures the accessibility of the document to visiting teachers and to parents. We view the partnership of home and school as vital in providing the context for effective PSHE.

Ethos

Personal, Social, Health and Economic (PSHE) education is a subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. PSHE 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. PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life. (PSHE Association).

Subject Aims

The overall intent of PSHE at Lostock Hall Community Primary School is to give 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. We aim to help pupils to achieve their academic potential, and leave our school equipped with skills they will need throughout later life. PSHE also aims for children to develop the ability and willingness to develop the following attributes: Try new things, work hard, concentrate, push themselves, imagine, improve, understand others and not give up.

PSHE at Lostock Hall Community Primary School will be enriched through a programme from Coram Education using the SCARF scheme from reception to year 6. Note: SCARF scheme from Coram education. **Safety, Caring, Achievement, Resilience, Friendship.**

SCARF is a framework consisting of lesson plans, online planning, assessment and Ofsted tools to provide and support teacher's skills and confidence to embed a comprehensive RSHE, PSHE and Wellbeing programme throughout the primary years. SCARF is a whole-school approach to promoting behaviour, safety, achievement and wellbeing.

The Science Primary Curriculum and the Computing Primary Curriculum also cover important aspects of PSHE.

We will support our pupils in:

- developing their confidence and feel positive about themselves.
- making the most of their varied abilities
- preparing them to play an active role as young citizens
- Respecting the differences between people.
- developing a healthy, safer lifestyle
- developing their sense of personal responsibility
- Developing fulfilling and rewarding relationships through work and play.

We cover the following themes in PSHE:

- Healthy Lifestyles
- Physical, Mental and Emotional Health and Wellbeing
- Managing risks
- Keeping safe
- Managing change including puberty, transition and loss
- Making informed choices about health and wellbeing
- Knowing how to respond in an emergency
- Developing and maintaining healthy relationships,
- Understanding rights and responsibilities
- Knowing about different groups and communities
- Respecting equality and being a productive member of a diverse community.
- Respecting and protecting the environment
- Understanding how money plays an important part in people's lives.
- Managing money effectively
- Understanding basic enterprise skills.

Relationships Education and Relationships and Sex Education RE / RSE within PSHE

Within PSHE, we define 'Relationships Education (RE) and Relationships and Sex Education (RSE) as teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. We believe relationships and sex education is important for our pupils and our school because children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. RE/RSE will aim to teach the key building blocks of healthy, respectful relationships with a focus on family and friendships.

RE/RSE reflects the values of the PSHE programme and will be taught within the PSHE education curriculum. Aspects of RE / RSE are taught within the science curriculum, and other aspects are included in other curriculum subjects such as Computing and Religious Education. We will ensure RSE is matched to the needs of our pupils. Our RSE programme will be planned and enriched through the Coram Education Programme using the SCARF scheme from Reception to Year 6.

The aims of RE / RSE at Lostock Hall Community Primary School are to:

1. Providing pupils with a framework in which sensitive discussions can take place

2. Help pupils develop feelings of self-respect, confidence and empathy
3. Create a positive culture around issues of relationships
4. Teach pupils the correct vocabulary to describe themselves and their bodies
5. Develop confidence in talking, listening and thinking about feelings and relationships.
6. Develop pupils' vocabulary including naming parts of their body and describe how their bodies work.
7. Prepare pupils for the physical and emotional changes at puberty and the importance of health and hygiene.
8. Prepare pupils for healthy relationships in an online world.

RE/RSE will:

- Provide information which is easy to understand and relevant and appropriate to the age and maturity of the children.
- Develop communication and social skills.
- Encourage the exploration and clarification of values and development of positive attitudes.
- Provide children with ways to stay safe and to know the importance of boundaries and how to report abuse or feelings of being unsafe.

Relationships and Sex Education (RSE)

Sex Education at Lostock Hall Community Primary School will focus on how a baby is conceived and born. Sex Education will be taught to children in the final year of Primary school (Year 6) unless a particular situation arises where it is felt, after careful consideration within the SLT, that it is appropriate to teach RSE in another KS2 class. Sex Education within Year 6 will focus on human reproduction and how a baby is made. Sex education sessions will be delivered by the class teacher with support from the subject leader and or a trained health professional if appropriate. The elements of sex education contained in the science curriculum will be taught within science lessons.

Pupils will be taught about the aspects of sex education outlined in the primary science curriculum – this includes teaching them about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

If a child asks a question that does not relate to the topics above, teachers will explain that the child consult his/ her parent for an answer. The school will normally seek to inform parents when such a question has been asked.

These areas of learning will be taught within the context of family life. Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances - (families can include single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Sensitivity will be shown that some children may have a different structure of support around them (for example: looked after children or young carers).

The Parental Right to Request a Child is excused from RSE.

- There is no right for parents/carers to request that their child (ren) are excused from Relationships education or Health education.
- Parents have the legal right to withdraw their children from all or part of any RSE provided, with the exception of the biological aspects included in national curriculum science. This right will be communicated to parents / carers prior to teaching. This request must be in writing and addressed to the head teacher.
- Before granting a request for a child to be excused from sex education, the head teacher will discuss any request with parents/carers and, as appropriate, with the children to ensure wishes are understood / to clarify the nature and purpose of the curriculum. This process will be documented to ensure a record is kept.
- The request to excuse a pupil from any sex education delivered will be automatically granted, other than as part of the science curriculum.
- If a pupil is excused from sex education, appropriate alternative education will be provided.

Roles and Responsibilities

The PSHE programme will be led by the subject leader with support from the PSHE link governor, the headteacher, SLT and governing body. The subject leader will work with colleagues in related curriculum areas to ensure RE / RSE and Health Education programmes complement content covered in national curriculum subjects such as science, computing and RE

The class teacher will generally be responsible for PSHE in their class with provision for PSHE being planned and timetabled. PSHE will be further supported by parents and carers, governors, teaching assistants and other professionals e.g. Coram Life Education SCARF trainers through workshops and taught sessions. Teaching staff will receive PSHE support and training in order to support pupils with their learning, such as team teaching, demonstration lessons, ongoing guidance from the PSHE association and staff meetings.

Our PSHE programme will be taught through a range of teaching methods and interactive activities. High quality resources will support our PSHE provision and will be regularly reviewed. Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context and underpin our school values. Pupil voice will be used to review and tailor our PSHE programme to match the different needs of pupils.

Staff do not have the right to opt out of teaching PSHE. Staff who have concerns about teaching PSHE are encouraged to discuss this with the Head teacher. Teachers' personal beliefs and attitudes will not influence the programme and all those contributing will work within its values framework as described in the school policy.

Teachers should establish clear parameters and appropriate conduct at all times. If there is a safeguarding concern such as possible sexual abuse, the school safeguarding procedures should be followed.

Teaching and Learning Staff are responsible for:

- Delivering PSHE in a sensitive way

- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents / carers wish them to be withdrawn from non-statutory RSE.

In delivering a balanced, comprehensive and progressive programme, the following should be consulted:

- Statutory framework for RSHE
- SMSC framework
- Schemes of work and key skills documents for PSHE
- Schemes of work and key skills documents for Science, RE, PE and Computing

PSHE is a whole school issue and not just an individual subject; therefore, the PSHE curriculum is covered in school in many different ways including:

- . Discrete PSHE lessons including circle time sessions.
- . A cross-curricular approach. Links with other areas are numerous and include formal NC links such as within science (e.g. reproduction in plants) and computing (e.g. keeping safe online)
- . Kid Safe sessions led by the school's learning mentor.
- . class projects
- . assemblies
- . educational visits
- . extra-curricular clubs
- . Homework tasks.
- . plays and performances
- . Sporting events.

A variety of learning styles is recommended such as:

- Circle Time
- Problem solving
- Discussions and debates
- Drama/role-play
- Games
- Computing based enquiry and communication.

Teachers should:

- Have a clear lesson plan with specific learning objectives.
- Establish ground rules with their pupils.
- Use 'distancing' techniques.
- Provide a variety of structured interactive tasks.
- Know how to respond to unexpected or unwelcome questions or comments from pupils.
- Utilise discussion and project learning methods and appropriate materials.
- Encourage reflection.
- Make explicit the need to respect differences.
- Ensure that no pupil will have to answer a personal question.
- Ensure that personal questions specifically aimed at embarrassing another will be discouraged.
- Ensure that only the correct names for body parts will be used and if slang words are mentioned they will be explained – children will be discouraged to use slang terms and will be given the correct terms and vocabulary during the lesson.
- Ensure that meanings of words will be explained clearly and factually.
- Ensure that respect for differences between pupils will be maintained.

Distancing techniques

By depersonalising discussions embarrassment can be avoided and privacy protected. Suggested techniques:

- Role-play e.g. involving puppets.
- Structured, pre-planned debates
- Games and quizzes
- Case studies with invented characters
- Video material
- Theatrical performances by outside companies or pupils' own productions.

Safe and Effective practice.

Teachers are aware that effective PSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. • Teachers will consult with the designated safeguarding lead and in his /her absence their deputy if there are any child protection and or safeguarding concerns • Visitors/external agencies which support the delivery of RSE will be required to follow the school safeguarding and visitors' policies.

Engaging stakeholders

The RE / RSE policy will be available to parents through the school website and paper copies will be made available on request. We are committed to working with parents and carers by using questionnaires and ongoing communication. We will ensure that parents / carers are made fully aware of what is being taught and provide additional resources and support through letters to parents, app messages and phone calls. As part of our whole school approach to RE / RSE, opportunities for parents / carers to view the materials and resources used will be available via letters to parents / carers • We will notify parents when Relationships and Sex education will be taught, by letter.

Within PSHE, the RE/RSE programme will complement and support the role of parents/carers in teaching their children about growing up and relationships. This includes the emotional and physical aspects of growing up and preparing them for the challenges and responsibilities that sexual maturity brings. The views of teachers and parents/carers will be reflected in the RE/RSE provision.

Parents/carers will be informed of when these sessions will be taught so they are able to support with any questions that may be asked at home.

Parents/Carers will:

- Be consulted as appropriate on the Growing up and Relationships Programme.
- Be given the opportunity to understand the purpose and content of RE/RSE.
- Be given the opportunity to see resources available on request.
- Be provided with a curriculum overview and policy (found on the School Website) to ensure that parents / carers understand the purpose and content of RE/RSE.
- Be consulted prior to sex education teaching (in the final year of Primary School) and be offered support in talking to children about learning in RE/RSE and how to link this with what is taught.

Accessibility

Delivery of PSHE content will be made accessible to all pupils.

Teaching in PSHE will comply with relevant provision and reflect the law. This includes the Equality Act 2010 as it applies to SEND and which has religion or belief among its protected characteristics. The religious background of pupils will be carefully considered prior to planning and teaching PSHE content. PSHE content will be taught in line with the SEND code of practice.

We will comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics. The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

Sexual identity and Sexual Orientation

Pupils should be made aware of the diversity of human sexuality and taught to develop respect for diversity. Teachers should respond in a straightforward and sensitive manner to issues of sexual orientation and be sensitive to children's needs.

Confidentiality

Staff must be clear about the boundaries of their legal and professional roles and responsibilities. The purpose of confidentiality is to benefit the child, and to this end, those responsible for the delivery of PSHE should seek to:

- Reassure pupils that their best interest will be maintained.
- Encourage pupils to talk to their parents and give them support to do so.
- Ensure that pupils know that teachers cannot offer unconditional confidentiality.
- Reassure pupils that, if confidentiality has to be broken, they will be informed first and then supported as appropriate.
- Provide information on sources of confidential help, for example, the school nurse.
- Discuss and agree ground rules in lessons that support respect for confidentiality.

Staff must be clear about the boundaries of their legal and professional roles and responsibilities. The purpose of confidentiality is to benefit the child and to this end, those responsible for the delivery of RE/RSE should seek to:

- Reassure pupils that their best interest will be maintained.
- Encourage pupils to talk to their parents and give them support to do so.
- Ensure that pupils know that teachers cannot offer unconditional confidentiality.
- Reassure pupils that, if confidentiality has to be broken, they will be informed first and then supported as appropriate.
- Provide information on sources of confidential help, for example, the school nurse.
- Discuss and agree ground rules in lessons that support respect for confidentiality.

Monitoring and Evaluation

The subject leader through planning scrutiny, lesson observations and team teaching, work scrutiny etc. will monitor the delivery of PSHE. Class teachers as part of our internal assessment systems monitor pupils' development in PSHE.

PSHE provision will be monitored and evaluated in many ways including through: Teachers will critically reflect on their work in delivering RSE through:

- ❑ Annual policy review
- ❑ Annual development plan
- ❑ pupil interviews
- ❑ work scrutiny
- ❑ lesson observations
- ❑ team teaching evaluations.
- ❑ Discussions and curriculum updates in whole staff meetings
- ❑ ongoing discussion with teachers
- ❑ end of year report evaluation
- ❑ Ongoing evaluation of provision by the school governing body.

Assessment

Effective assessment in PSHE allows pupils and teachers to reflect on what has been learned, increases motivation for future learning and demonstrates impact.

PSHE assessment will cover values, ability to know and recognize feelings, knowledge, attitude and skills as referenced in the subject aims. Learning will be assessed in a number of different ways including:

- self-assessment
- Peer assessment
- Ongoing teacher assessment.

Pupils will be encouraged to reflect on their own learning and progress by ongoing self-assessment and reflection. Pupils will have opportunities to review and reflect on their learning during lessons. Pupil voice will be influential in adapting and amending planned learning activities. The way pupils are using their accumulated knowledge and understanding to develop skills and positive attitudes, for example through discussing and debating, making friendships and resolving conflicts. In addition to assessment by teachers and other adults including classroom assistants and visitors, pupils will be given opportunities to self-assess and when appropriate to undertake peer assessment. Pupils need time to reflect at the end of tasks on the insights and skills development gained. Assessment here is as important as in any other teaching and learning context but because it is experienced cross-curricular as well as in discrete sessions, it may require greater flexibility.

RE/RSE that is a statutory element of science will be assessed according to the Science National curriculum.

Examples of assessment evidence that can be assessed include:

- pupils' diaries and other individual written work.
- case studies; quizzes and questionnaires.
- observation of participation in group tasks including role play and drama,
- discussions and debates, games and outdoor activities, assemblies, performances and productions, visits and field trips and special tasks such as problem solving and responding to challenges.

Mental Health and Wellbeing

At Lostock Hall Community Primary School, we aim to promote positive mental health and wellbeing for our whole school community; pupils, staff, parents and carers, and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement.

We aim to ensure that our children are able to manage times of change and stress, be resilient, are supported to reach their potential and access help when they need it. We also have a role to ensure that pupils learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues and where they can go if they need help and support.

Our goal is to help develop the protective factors which build resilience to mental health problems and be a school where.

- All pupils are valued.
- Pupils have a sense of belonging and feel safe.
- Pupils feel able to talk openly with trusted adults about their problems without feeling any stigma.
- Positive mental health is promoted and valued.

In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing.

PSHE Key skills by the end of Key Stage 1

Living in the Wider World

- Show concentration for longer periods.
- . Begin to seek help when needed.
- . Talk about some things of personal interest.
- . With help, develop ideas.
- . Respond to the ideas of others.
- . Respond to questions about ideas.
- . Know how to contribute to the life of the classroom.
- . Help to construct class rules.
- . Identify why people work and the different jobs they do.
- . Start to appreciate a range of national, cultural, regional, religious and ethnic identities in the UK.
- . Know that money comes from different sources and can be used for different purposes.
- . Understand the concept of spending and saving money.
- . Start to identify how they can contribute to wide range of activities that help them to become more enterprising.
- . Start to recognise what improves and harms local natural and built environments.

Relationships

- . Express a range of different feelings.
- . Explain their views on things that matter to them.
- . Begin to choose and make improvements.
- . Show an understanding that one's behaviour can affect other people.
- . Listen to others' point of view.
- . Recognise how others show their feelings and how they might respond.
- . Know ways to recognise, manage and control strong feelings and emotions.
- . Know the difference between secrets and surprises and examples of both.
- . Judge what kind of physical contact is acceptable and how to respond.
- . Know about different kinds of teasing and bullying and that these are wrong.
- . Know ways to resist teasing and bullying including online.

Health and Wellbeing.

- . Keep going in activities of interest.
- . Recognise components of a healthy lifestyle.
- . Know how to make healthy eating choices.
- . Know ways to make choices to improve physical and emotional health.
- . Understands the importance of personal hygiene.
- . Develop understanding of how some diseases can spread.
- . Know the names for the main parts of the body.
- . Know that household products can be harmful if not used properly.
- . Know a range of ways of keeping physically and emotionally safe including regarding online safety.

Key Skills by the end of Lower Key Stage 2 (years 3 and 4)

Living in the Wider World

- Focus on a range of activities.
- . Develop areas of deep interest.
- . Try new things when encouraged.
- . Talk about new experiences with others.
- . Reflect on how effort leads to success.
- . Ask some questions in order to develop ideas.
- . Know why and how some rules and laws are made.
- . Know and understand that there are different kinds of responsibilities, rights and duties at home, school, in the community and in the environment.
- . Appreciate and reflect on a range of cultural, religious and ethnic identities in the UK.
- . Know about the role money plays in their lives including how to manage their money, keep it safe, choices of spending or saving and what influences these choices.
- . Know different ways of managing money.
- . Recognise what influences the choices people make and how money is spent.
- . Identify how they can contribute to wide range of activities that help them to become more enterprising.
- . Identify and understand how people can take actions and have a say in what happens locally and nationally.
- . Reflect on the impact of people's actions on others and the environment.

Relationships

- . Try to overcome past fears and reflect on emotions felt afterwards.

- . Begin to take encouragement and advice from others.
- . Keep trying after a first attempt.
- . Share with others positive features of own efforts.
- . Attempt to make improvements.
- Listen to others, showing attention.
- . Think of the effect of behaviour on others before acting.
- . Describe the points of view of others.
- . Recognise and respond to a wide range of feelings and emotions in others.
- . Know how their behaviour might affect others.
- . Form and maintain relationships with a range of different people.
- . Recognise and reflect upon the components of a healthy relationship.
- . Explain their views on things that matter to them.
- . Understand the nature of bullying and how to respond and ask for help including online bullying.

Health and Well-being

- Find alternative ways if the first attempt does not work.
- . Show perseverance after a disappointment or failure.
- . Show the ability to persevere at an activity (or a club or interest).
- . Know what makes a healthy lifestyle, including the benefits of healthy eating and exercise and aspects of emotional and mental health.
- . Know that bacteria and viruses can affect health, and that following simple routines can reduce their spread.
- . Recognise the impact of some helpful and harmful substances on the body.
- . Know strategies for keeping physically and emotionally safe including safety online.
- . Differentiate between the notions of 'risk,' 'danger' and 'hazard.'
- . Recognise when and how to ask for help online.

Key Skills by the end of Upper Key Stage 2 (years 5 and 6)

Relationships

- . Find ways to push past doubts, fears, and challenging circumstances.
- . Listen to others who encourage and help, thanking them for their advice.
- . Clearly identify own strengths.
- . Identify areas for improvement.
- . Show effort and commitment in refining and adjusting work.
- . Change behaviours to suit different situations.
- . Understand others' points of view.
- . Recognise ways a relationship can be healthy / unhealthy and who to talk to for support.
- . Develop strategies to resolve conflicts through negotiations.
- . Develop strategies for understanding, managing and controlling feelings and emotions.
- . Recognise the nature and consequences of discrimination, teasing, bullying and aggression.
- . Judge what kind of physical contact is acceptable / unacceptable and how to respond.
- . Develop ways of coping with negative pressures.
- . Recognise and challenge stereotypes.
- . Learn about differences between gender, identity and sexual orientation.
- . Know how to respond to bullying and how to ask for help including online bullying.

Health and Wellbeing

- Know the key components of a healthy lifestyle including mental health.
- . Show a determination to keep going, despite failures or setbacks.
- . Recognise how images in the media do not always reflect reality and can affect how people feel about themselves.
- . Deepen understanding of risk by assessing and managing risk.
- . Know strategies for keeping physically and emotionally safe including safety online.
- . Know that pressure to behave in an unacceptable, unhealthy or risky way can come from a range of sources including the media.
- . Know about change including transitions, loss, separation, divorce and bereavement.
- . Recognise that increased independence brings increased responsibility.
- . Know which, why and how some substances could damage their immediate and future health and safety.
- . Know about human reproduction and recognise how it relates to puberty.
- . Recognise how puberty may affect the need for personal hygiene, physical activity and nutrition.

Living in the Wider World

- . Give full concentration in a wide range of activities.
- . Understand the benefits of effort and commitment.
- . Widen areas of deep interest.
- . Continue to practise even when accomplished.
- . Find things to do that give energy.

- . Know which ideas are useful and have value.
- . Know ways of taking part in and making and changing rules.
- . Understand that everyone has human rights and that children have special rights.
- . Appreciate and describe a wide range of range of national, regional, religious and ethnic identities in the UK.
- . Realise some consequences of antisocial and aggressive behaviours e.g. bullying and discrimination.
- . Recognise that communities and the people within them are diverse, changing and interconnected.
- . Know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.
- . Learn how people manage money and about financial capability.
- . Know about a range of skills of enterprise.
- . Know a variety of ways of managing money including the concepts of interest, loan, debt and tax.
- . Recognise, understand and reflect on the impact of people's actions on others and the environment.
- This policy will be reviewed in September 2023. It will be reviewed by the PSHE subject leader alongside the headteacher and governing body.

PSHE Topics and key vocabulary

Pre-school	Me and My Relationships body, senses, feelings, special, hug, home, family,	Valuing Difference friends, different, likes, dislikes	Keeping Myself Safe Safe, help, clean	Rights and Responsibilities Parent, carer, money	Being my Best food, sleep, sharing, ideas, mind, wash	Growing and Changing life cycle, baby, nappy, pram, milk
Rec	Me and My Relationships positive, negative, worries, problems, friends, feelings, caring, kindness, same, different,	Valuing Difference community, favourite, families, housing, caring, favourite, friendship,	Keeping Myself Safe poorly, ill, nervous, permission, share, trust, exercise, medicines, emergency	Rights and Responsibilities parental, litter, tidy, money, coins, notes, bank card	Being my Best goal, bones, teeth, health, mindfulness, brush, energy	Growing and changing, child, teenager, adult, old age, tummy, change,
1	Me and My Relationships together, comfortable, rules, worried, scared, angry, confused, listening, considerate, emotions	Valuing Difference unkind, tease, bully, hurtful, happy, friendly, consideration, special people	Keeping Myself Safe Unwell, healthy diet, routine, illnesses, touch, online, private, risk	Rights and Responsibilities environment, workplace, bank, first aid, injuries, responsibility	Being my Best food groups, diseases, germs, hygiene, believe, promise, physical, spread	Growing and Changing newborn, nappies, attention, private parts,
2	Me and My Relationships teasing, bullying unkind, kindness, anger, loneliness, emotional, respect, good friend	Valuing Difference empathy, listening, anti- bullying, trusted adult, gender, religion, respect, calm cool	Keeping Myself Safe Online search, dangerous, medicines, smoke, chemicals, legal, illegal,	Rights and Responsibilities contact, choices, essential, non-essential, internet, saving, paid, budget	Being my Best positive, negative, germs, vaccinations, dental hygiene, oxygen, internal parts, talents	Growing and Changing positive feedback, stages of growth, testicles, vulva, vagina, penis privacy,
3	Me and My Relationships Rules, consequences, special relationships, friendship qualities, independent thinking, cooperation, collaboration, conflict, dare, resolution	Valuing Difference Cooperation, determination, mental health, manners, neighbours, origins, adopted, fostered, same sex, name calling prejudice, community	Keeping Myself Safe Drugs and tobacco, nicotine, addiction, browsing, cyber bullying	Rights and Responsibilities volunteer, wellbeing, responsible, fact, opinion, viewpoint, environmental, project, income, earning,	Being my Best balanced diet, infectious, discussion, debate, collaborative, physical health, Fitness,	Growing and Changing Genitals, blended family, adopted, personal space, marriage civil ceremony, partner, opposite sex, neglect
4	Me and My Relationships Intensity of feelings, positive healthy relationship, admire, assertive, teamwork, physical state, facial expressions, response, pressure,	Valuing Difference manage, personal space, uncomfortable, influence, acquaintance, race, gender, behaviour, respect, stereotype, media, relationships	Keeping Myself Safe Hazardous, consent, medicinal, infectious diseases, smoking, calculated risk, peer pressure	Rights and Responsibilities action group, consumer, loan, credit, debt, interest, tax, product, biased, unbiased personal finance, council, elected	Being my Best Healthful meal, oxygen, respiration, debate, response services,	Growing and Changing hormones, puberty, feelings, pubic hair, eggs, sperm, penis, testicles, breasts, ovaries, womb, vagina, vulva, labia, semen, sweat, growth spurt, acne, facial hair, body odour, deeper voice, spots, testosterone, mood swings, privacy, wider hips, endometrium (uterus lining), nipples menstrual cycle, periods, menstruation, tampon, testicles, genitals, marriage, live together, civil partnership, forced marriage, wedding
5	Me and My Relationships negotiation, compromise, qualities of friendship, passive, aggressive, circumstance, empathetic, initiative	Valuing Difference Discrimination, injustice listening skills, diverse society, identity, expression, orientation, consideration,	Keeping Myself Safe Habit, dilemma, strategies, personal information, categorising drugs; misconceptions, probability,	Rights and Responsibilities pressurised, investment, democratic, bystander, expenditure, organisations, national insurance, deductions,	Being my Best function, qualities, common, techniques, invoice, resilience, discussion, response, research	Growing and Changing Puberty, genitalia, menstruation, semen, period, tampon, penis, testicles, scrotum, vulva, vagina, clitoris, labia, nipples, vaginal discharge, period cup,
6	Me and My Relationships Collaborative approach, negotiate, peer, dynamics, emotional needs, reacting, commitment, force, physical contact, negative, personal information,	Valuing Difference Racism, discriminatory, positive attributes, peers, unique, offensive, verbal, non-verbal, diverse society, mutual, acquaintance,	Keeping Myself Safe interacting, technology, medical, emotional needs misconceptions, norms, withdrawal	Rights and Responsibilities social media, elections, VAT, voluntary, environmentally sustainable, hustings, financial, economics, reduce, reuse, recycle,	Being my Best mindfulness, debating, assessing, services, anxiety, respiration, recovery position,	Growing and Changing media manipulation, stereotype, gender stereotype, reproduction, semen, implant, cervix, ovulation, placenta fallopian tube, sexual orientation, separation, erection, embryo, foetus, umbilical cord, cervix, sperm, ovum, sexual intercourse, conception, fertilization, pregnancy, labour, age of consent, IVF, HIV, STD,

