

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

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1. Policy Statement

At Chandlings, PSHE education is closely linked with two major school policy documents: the Ethos and Aims of the School, the statement on Spiritual, Moral, Social and Cultural Provision. The programme for PSHEE is supplemented with reference to the following; PSHEE schemes of work; Assembly programme, Equal Opportunities Policy, Anti-Bullying Policy; Behaviour, Discipline, Rewards and Sanctions Policy; SRE Policy.

This policy applies to all members of our school community, including those in our EYFS setting. We seek to implement this policy through adherence to the procedures set out in the rest of this document. We are fully committed to ensuring that the application of this PSHEE policy is non-discriminatory in line with the UK Equality Act (2010). Every child is entitled to receive PSHEE, regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, disadvantaged or looked after children. Teachers of PSHEE will ensure that they are familiar with the school's Child Protection (Safeguarding) Policy; Anti-bullying Policy; Behaviour, Discipline, Rewards and Sanctions Policy and SRE policy. The school has a designated Child Protection Officer (DSO), and a policy for Child Protection.

At Chandlings we foster self-belief, promote curiosity and build resilience. Our children are inspired to be resourceful, adaptable and creative, in an environment where we balance opportunity with well-being. They are given the time and space to be children, within a community that celebrates diversity and individuality.

We aim to achieve this through promoting the school values which were carefully considered and written by our children

1.1 Chandlings School Values

CHANDLINGS WELL-BEING



1. Treat other people as you would like to be treated
2. Forgive
3. Share
4. Be honest and live with integrity
5. Listen to others
6. Be kind and helpful
7. Have modesty and humility
8. Do your best to be your best
9. Be courageous

2. Key Personnel

The person with oversight of PSHEE is Mrs Emily Brawn in liaison with Mrs Maria McAloon and the respective Heads of Year.

3. PSHEE Programme for 2016/17

3.1 Aims and Objectives

PSHE education is a planned programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, it develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

We aim to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life.

A variety of teaching strategies are used to deliver the PSHEE curriculum. Children will work individually, as a class or in groups according to the nature of the lesson. Circle time sessions are also used. They give opportunities to enhance self-esteem, deal with problems and topical issues, impart information, motivate the children and encourage self-discipline.

This policy will support the learning and development requirements in the Statutory Framework for the EYFS. See the Personal Social & Emotional area of learning and Foundation Stage Medium Term Planning for details of the learning covered.

3.2 Programme of Study

This programme of study covers Key Stages 1 and 2 and is based on three core themes within which there will be broad overlap and flexibility:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

We are not aiming to cover all of the suggested content contained in this document as doing so would lead to a series of superficial experiences that would most likely be restricted to providing information. Instead, we select content that is relevant to our pupils and use these as a context through which to explore the overarching concepts and to develop the essential skills and attributes set out below. We continue to be committed to raising the standards of the subject

Drugs Education

Drugs education is a key strand of our approach to PSHEE. We recognise the term 'drugs' covers a wide range of substances including medicines, tobacco, alcohol and prescribed drugs. We understand that drugs education means increasing children's understanding in all these areas. We aim to:

- Enable children to make healthy, informed choices through increasing their knowledge, challenging preconceptions and practising skills.
- To increase understanding about the implications and possible consequences of drug use and misuse.
- To encourage an understanding approach towards those experiencing or likely to experience drug use by themselves or others (including those dependent on medicinal drugs)
- To widen understanding about related health, social and legal issues.
- To enable children to identify where help and support can be found.

Sex and Relationships Education

Sex and Relationships Education is a key strand of our approach to PSHEE. Effective sex and relationships education can only take place when children are aware of how quality relationships can be sustained. We therefore aim to:

- Ensure children value relationships of all types – including marriage and other stable partnerships, close friends or general acquaintances.
- Develop children’s ability to communicate with each other and build relationships over time.
- Give children strategies for solving conflicts peacefully.
- Enable children to discuss sex and relationships confidently, at a level appropriate for their age.

Enable children to make healthy, informed choices now, and in later life through increasing their knowledge, challenging pre-conceptions and practising the skills required to sustain quality relationships.

3.3 Working with Parents

The School is committed to working with parents. Under the Education Act 1993 pupils can be withdrawn by their parents from part of sex education that is outside the compulsory elements of sex education contained in the science National Curriculum. Parents wanting to exercise this right are invited to see the Head Teacher. The present requirements within the KS2 Science National Curriculum are:

- a) that the life processes common to humans and other animals include nutrition, growth and reproduction**
- f) about the main stages of the human life cycle**

3.4 Links with Spiritual, Moral, Social and Cultural Provision

- **Spirituality** is fostered as the whole experience of PSHEE which is designed to encourage and support the development of the whole person in a positive and enriching way. To be tolerant individuals who respect and appreciate their own and other cultures, appreciating racial and cultural diversity.
- The **moral** aspects of the effects of their choices are considered in many topics. Boys and girls are encouraged to recognise a range of views and opinions, both religious and secular. The programme informs pupils how to take steps to avoid and resist racism and all forms of discrimination and accept responsibility for their own behaviour and show initiative.
- Positive **social** interaction is integral to relationships at Chandlings. All school staff will encourage respect for our values and help students to develop an awareness of right and wrong. In the context of the following school policy, these encourage students to establish good relationships with each other, developing the skills and qualities that will help them to live productively and in harmony. Pupils learn about the country they live in and gain a broad general knowledge of public institutions and public services in England, have a healthy respect for the law and distinguish right from wrong.
- **Cultural awareness and sensitivity** are developed through an appreciation of the diversity of the world. It is fostered through lessons, assemblies, displays, and trips and visits. Pupils are encouraged to become involved in their community and to be effective, confident and positive contributors to and users of its services and facilities. Topics such as *Children’s Rights* in Year 6 and *International Day* help to educate the girls and boys about their own **cultural** heritage and that of others, and

to provide them with an understanding of the cultural diversity represented within the school and the local, national and international community. This will help to combat racism and prepare students to be world citizens.

Pupils are encouraged to contribute to, and be involved in, school events and initiatives and those which reach out to the local, national and international community. Examples of this are that one child from each form attends our School Council, and the pupils are all involved in fund raising for our School Charity.

Sex and Relationships Education is part of the PSHEE curriculum, and other topics such as healthy eating and education on the dangers of smoking, drugs and alcohol all help to prepare students to be able to make informed decisions in order to live happy and healthy lives.

3.5 Approach to Teaching and Learning (including Assessment)

There are many activities that form part of the School routine that help promote children's self-awareness, self-esteem and confidence. These include:

- Fund raising, local issues, recycling, charity days, visits to service providers, people who help us; all help provide important links with the community and develop community involvement. Children can learn how to become helpfully involved in the life and concerns of their community, preparing them to be active citizens.
- Displays of work and welcoming visitors to our school
- Taking part in class assemblies, concerts and performances
- Collective worship encourages children to reflect, contemplate, share and appreciate the quality of relationships. Assemblies should explore different themes and cultures, highlight wider social issues and allow for personal reflection, whilst at the same time remaining as an Act of Worship.
- The management of day-to-day incidents, which provide opportunities to raise awareness, explore issues and generate more thought about future behaviour
- Clubs, trips and school journeys, which foster independence and responsibility across the whole School community.

PSHEE Projects

From time to time there are PSHEE special events that usually concentrate on one particular aspect of PSHEE. This might be through:

- Special series of assemblies on a particular theme.
- Theme days/week (Book Week/ Enterprise Week/ Science Week/ Manners Week)
- Visitors to the school (School Nurse, Road Safety Officer, Police Officer)
- Pitching for a school charity
- Eco Committee leading various projects including apple pressing onsite

The School Council

The School Council is a key element in the development of Citizenship. The main aim of the School Council is to give the children the opportunity to share their ideas and opinions for the benefit of the School. These views and opinions are an essential part of the continued progress and development of the School.

The School Council encourages all children to take an active role in the life of the School by allowing them the chance to raise their concerns and ideas for formal discussion. It also allows children to be involved in the school's decision-making process and new ideas and initiatives to be presented to the School Council for their input.

To ensure that the pupils' ideas are listened to and considered a 'link teacher' ensures that the School Council is running effectively and fairly. The link teacher ensures that all staff

are aware of the issues currently being debated by the School Council and can feed back ideas or concerns raised by staff.

To ensure the School Council runs smoothly all staff:

- Support and promote elections each term.
- Allow class time for the class representatives to feed back to the pupils as soon as possible after each meeting.
- Allow class representatives to attend all meetings.

Time Allocation

PSHEE is cross-curricular and as such, is integrated into all areas of the curriculum and RE. It must also be seen as a separate subject in its own right and a designated weekly session is timetabled.

Assessment

Assessment in PSHEE is active and participatory, helping children to recognise the progress they are making in developing skills and taking part, as well as in their knowledge and understanding. Children should learn how to reflect on their experiences, ask questions, make judgements about their strengths and needs, and begin to plan how to make progress and set personal targets. Recognising its relevance to their day to day lives and how they are progressing is a fundamental aspect of PSHE education.

There are no statutory requirements for end of key stage teacher assessment in PSHE but the children's main achievements will be recorded and recognised through areas such as House Points, celebration assemblies, performances, displays of work, presentations and clubs, bearing in mind that all children gain credit for what they achieve.

Resources

Teacher's resources are located in the appropriate shelf section in Emily Brawn and Maria McAloon's classroom. The SEAL scheme of work is available to support the teaching of certain aspects of PSHEE and is located in Emily Brawn's classroom.

Organisation and Management

The co-ordinator will be responsible for overseeing the implementation of the policy, co-ordinating the Scheme of Work and monitoring its success with the staff and the children. Within the PSHEE the School has the following policies:

- Equal Opportunities
- Drugs
- Sex and Relationships Education
- Behaviour, Discipline, Rewards and Sanctions Policy

Answering Difficult Questions

It is natural for caring adults to want to protect children from information, attitudes and lifestyles, which they find distasteful. However, it is important to recognise the power of informal learning – from television, magazines, the Internet, friends, gossip, jokes, etc. Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly, and can be addressed individually later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the Head Teacher, if they are concerned.

4. Monitoring and Evaluation

This Policy will be reviewed annually using a consultative process which identifies teachers', pupils' and parents' feedback on the PSHEE programme and also as a result of any further staff training.

Emily Brawn is responsible for monitoring the standards of children's work and the quality of teaching. She supports colleagues in their teaching by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. She is also responsible for giving the Head a summary of evaluating the strengths and weaknesses of the subject and indicating areas for further improvement.

5. Dissemination of the Policy

There are copies of this PSHEE in the school policy folders on the Console.

This policy refers to all sections of Chandlings, including EYFS

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6. Document Information

Version Number	1.3
Reason for Version Change	Annual Review
Name of owner/author	Emily Brawn
Name of individual/department responsible	Emily Brawn (Head of Girls)
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Appendix 1 – Programme of Study

The three overlapping and linked ‘**Core Themes**’ (Health and Wellbeing, Relationships, Living in the Wider World), expressed as areas of core knowledge, understanding, language, skills and strategies, and taught in accordance with pupils’ readiness, are appropriate across both Key Stages and build upon Early Years Foundation Stage Learning. It is important to recognise that many decisions about both health and lifestyle are made in a social context or are influenced by the attitudes, values and beliefs of significant others.

PSHE education should respect and take account of pupils’ prior learning and experiences. The Programmes reflect the universal needs shared by all children and young people as well as the specific needs of the pupils in the school. PSHE education is taught through a spiral programme, revisiting themes, whilst increasing the challenge, broadening the scope, and deepening pupils’ thinking.

PSHE education prepares pupils for both their futures and their present day-to-day lives. It is essential that pupils have the opportunity to recognise and reflect on how learning is relevant to them and can be applied in their own lives. PSHE education has a rich body of knowledge taught through topics. Learners need to ‘know about...’, ‘know how to...’ and also ‘be able to...’ The chosen topics should provide a context to progressively expand and enrich overarching concepts and transferable skills as set out below.

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
2. **Relationships** (including different types and in different settings)
3. **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
4. **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
5. **Diversity** and **equality** (in all its forms)
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and ‘win-win’ outcomes)
9. **Career** (including enterprise, employability and economic understanding)

PSHE education makes a significant contribution to the development of a wide range of essential skills.

Essential Skills

The intrapersonal skills required for self-management

1. Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour)
2. Learning from experience to seek out and make use of constructive feedback
3. Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them)
4. Making decisions (including knowing when to be flexible)
5. Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers)
6. Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress)
7. Self-regulation (including managing strong emotions e.g. negativity and impulse)
8. Recognising and managing the need for peer approval
9. Self-organisation (including time management)

The interpersonal skills required for positive relationships in a wide variety of settings

1. Active listening
2. Empathy
3. Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively)
4. Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience)
5. Negotiation (including flexibility, self-advocacy and compromise)
6. Recognising and utilising strategies for managing pressure, persuasion and coercion
7. Responding to the need for positive affirmation

Skills of enquiry

1. Formulating questions
2. Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources)
3. Analysis (including separating fact from opinion)
4. Planning and deciding
5. Recalling and applying knowledge creatively and in novel situations
6. Drawing and defending conclusions using evidence and not just assertion
7. Identification, assessment (including prediction) and management of risk
8. Evaluating social norms
9. Reviewing progress against objectives

During Key Stages 1 and 2, learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years Foundation Stage. PSHE education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility, and keep themselves safe. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stages 1. PSHE education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Core Theme 1: Health and Wellbeing

Suggested Programme of Study for Health and Wellbeing

Pupils should be taught:

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 1. Health and Wellbeing

Key Stage 1

Pupils should have the opportunity to learn:

1. what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences
3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
4. about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings
5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)
6. the importance of and how to maintain personal hygiene
7. how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others
8. about the process of growing from young to old and how people's needs change
9. about growing and changing and new opportunities and responsibilities that increasing independence may bring
10. the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls
11. that household products, including medicines, can be harmful if not used properly
12. rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail, water and fire safety))
13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them

Key Stage 2

Building on Key Stage 1, pupils should have the opportunity to learn:

1. what positively and negatively affects their physical, mental and emotional health (including the media)
2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'
3. to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet
4. to recognise how images in the media do not always reflect reality and can affect how people feel about themselves
5. to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals
6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
7. to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
8. about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement
9. to differentiate between the terms, 'risk', 'danger' and 'hazard'
10. to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience
11. to recognise their increasing independence brings increased responsibility to keep themselves and others safe
12. that bacteria and viruses can affect health and that following simple routines can reduce their spread
13. that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know

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14. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'

14. to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong

15. school rules about health and safety, basic emergency aid procedures, where and how to get help

16. what is meant by the term 'habit' and why habits can be hard to change

17. which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others

18. how their body will, and emotions may, change as they approach and move through puberty

19. about human reproduction

20. about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.

21. strategies for keeping physically and emotionally safe including road safety (including cycle safety - the Bikeability programme), safety in the environment (including rail, water and fire safety), and safety online (including social media, the responsible use of ICT and mobile phones)

22. the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others

23. about people who are responsible for helping them stay healthy and safe and ways that they can help these people

Core Theme 2: Relationships

Suggested Programme of Study for Relationships

Pupils should be taught:

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 2. Relationships

Key Stage 1

Pupils should have the opportunity to learn:

1. to communicate their feelings to others, to recognise how others show feelings and how to respond
2. to recognise how their behaviour affects other people
3. the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises
4. to recognise what is fair and unfair, kind and unkind, what is right and wrong
5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
7. to offer constructive support and feedback to others
8. to identify and respect the differences and similarities between people
9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
13. that there are different types of teasing and bullying, that these are wrong and unacceptable
14. how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

Key Stage 2

Building on Key Stage 1, pupils should have the opportunity to learn:

1. to recognise and respond appropriately to a wider range of feelings in others
2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
3. to recognise ways in which a relationship can be unhealthy and who to talk to if they need support.
4. to be aware of different types of relationship, including those between acquaintances, friends, relatives and families,
5. that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment
6. to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so
7. that their actions affect themselves and others
8. to judge what kind of physical contact is acceptable or unacceptable and how to respond
9. the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view
11. to work collaboratively towards shared goals
12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves
13. that differences and similarities between people arise from a number of

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factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)

14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)

15. to recognise and manage 'dares'

16. to recognise and challenge stereotypes

Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen

Suggested Programme of Study for living in the wider world

Pupils should be taught:

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 equality and 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. How money plays an important part in people's lives
8. A basic understanding of enterprise.

Core Theme 3. Living in the wider world

Key Stage 1

Pupils should have the opportunity to learn:

1. how to contribute to the life of the classroom
2. to help construct, and agree to follow, group and class rules and to understand how these rules help them
3. that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)
4. that they belong to various groups and communities such as family and school
5. what improves and harms their local, natural and built environments and about some of the ways people look after them
6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving
7. about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices

Key Stage 2

Building on Key Stage 1, pupils should have the opportunity to learn:

1. to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people
2. why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
3. to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices
5. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation
6. to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities
7. that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment
8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
9. what being part of a community means, and about the varied institutions that support communities locally and nationally
10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
12. to think about the lives of people living in other places, and people with different values and customs
13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer
14. to develop an initial understanding of the concepts of 'interest', 'loan',

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'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)

15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment

16. about enterprise and the skills that make someone 'enterprising'

17. to explore and critique how the media present information