

PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION POLICY

This policy refers to all of Chandlings Prep sections including EYFS

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Please note that when PSHEE is referenced it also encompasses PSED where relevant

1. Policy Statement

Chandlings Prep's philosophy is that PSHEE is central to the development and wellbeing of all young people. Through PSHEE teaching, young people can prepare for life after school, building up their resources and resilience, their self-belief, mentally, emotionally, socially and strategically. This allows them to relish challenge and cope with complexity and uncertainty. Furthermore, PSHEE can inspire pupils to take responsibility for their own learning, develop self-knowledge and understanding. There is also a capacity for pupils to reflect and show self-discipline, confidence, capability and compassion, and to gain real awareness of how they can make a difference in society. The promotion of Fundamental British Values (FBV) is an integral part of PSHEE and supports the whole school ethos. We focus on these values through the School's continued emphasis on the growth of the Spiritual, Moral, Social and Cultural (SMSC) development. SMSC is embedded into our Schemes of Work, but is also re-enforced through many opportunities within the informal curriculum.

Staff at Chandlings explain things to their pupils in a way that is impartial, helping pupils to form their own opinions and prepare them for later life. If political views are discussed with pupils a balanced view must be given and staff will avoid the promotion of partisan political views.

At Chandlings Prep PSHEE 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; RHSE policy, Chandlings Prep Wellbeing Knight, Assembly programme, Equal Opportunities Policy, Anti-Bullying Policy; Behaviour Policy; RHSE 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 Safeguarding Policy; Anti-bullying Policy; Behaviour Policy and RHSE policy. The school has a designated safeguarding lead (DSL), and a Safeguarding Policy

At Chandlings Prep 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 and the aspects of the Wellbeing Knight which were carefully considered and written by our children

1.1 Chandlings Prep School Values



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.

Creating a safe and supportive learning environment

At the beginning of each academic year we elicit and establish ground rules with all our pupils. We refer back to these rules regularly to ensure that a safe learning environment can be enjoyed by everyone. We are aware that during the course of PSHEE lessons, pupils may indicate that they are vulnerable or at risk, and in those instances we would act in accordance with our safeguarding policy, particularly the points on duty to report and confidentiality.

Equality and Diversity

We promote the needs and interests of all pupils irrespective of gender, sexual orientation, culture, ability or aptitude by delivering teaching pedagogy that encompasses gender-aware material, uses neutral terminology when describing relationships, is aware of and celebrates cultural differences, and differentiates for learning needs. We are sensitive to parental withdrawal with regard to personal beliefs surrounding RHSE and religion. Teaching pedagogy takes into account the ability, age, readiness and cultural backgrounds of our children and those with English as a second language to ensure that all can access fully PSHE education provision. We will use PSHEE education as a vehicle to address diversity issues and to ensure equal opportunities for all, by ensuring that the curriculum covers age appropriate learning on discrimination, prejudice, tolerance and diversity. Included in this are the protected characteristics as listed in section 4 of the Equality Act 2010, such as age, disability, race, marriage and civil partnership, religion or belief, sex and sexual orientation. All staff undergo Prevent training and awareness of these issues informs our teaching. We promote social learning and expect our students to show a high regard for the needs of others by modelling good behaviour and using discussion and scenarios in our learning

3. 3.1 Aims and Objectives

The PSHEE curriculum aims to make a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety. In addition the learning provided by the whole-school and curriculum PSHEE provision is essential to the safeguarding of all our pupils. (See Safeguarding Policy) PSHEE core themes of Health and Well-being, Relationships and Living in the Wider World are embedded within the curriculum and links learning to economic and cultural difference and helps to promote the Fundamental British Values of mutual respect, service, leadership, character, empathy and tolerance.

PSHEE 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. PSHEE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives. The learning outcomes of our programme will enable pupils to understand that their views and opinions will be valued and respected, whilst having a responsibility to acknowledge the views of others without judgement.

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.

Relationship, Health and Sex Education

Relationship, Health and Sex 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.

In the Radley School Group we use a gender equality and human rights framework for Relationships Education. To cover the curriculum content, we will equip our pupils to build positive and respectful relationships on and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- realise their health, wellbeing and dignity;
- build self-esteem and self-worth;
- explore and value their personal identity and the identities of others;
- explore a range of family structures, including LGBT+ families and other family structures;
- understand and make sense of the real-life issues they are experiencing in the world around them;
- manage and explore difficult feelings and emotions;
- consider how their choices affect their own wellbeing and that of others;

- develop as informed and responsible citizens;
- understand and ensure the protection of their rights throughout their lives.

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 Prep. 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 Prep form attends our School Council, and the pupils are all involved in fundraising 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

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/Skills Week, Anti bullying week, Mental Health week)
- Visitors to the school (Nurse, Road Safety Officer, Police officer, Fire Officer)

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, 'link teachers' ensure that the School Council is running effectively and fairly. The link teachers ensure 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 twice a year.
- 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. It must be also seen as a separate subject in its own right and designated weekly sessions are timetabled.

Assessment

Assessment is as central to effective teaching and learning in PSHEE education as it is in any other subject. It is therefore important to understand the process of, and reasons for, assessing learning in PSHEE.

Learning in PSHE education should be assessed for several reasons:

- It is important for pupils to have opportunities to reflect on their learning, especially when that learning relates directly to the individual's identity – their personal qualities, attitudes, skills, attributes, achievements and influences.
- It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their increased awareness of their own progress and development illustrates the value of their learning.

Personal attributes, so central to PSHE education, are arguably the hardest aspects of learning to assess. It is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process.

Assessing learning in PSHE education must therefore use a combination of teacher assessment (using I can statements) and pupil self- and peer assessment. 'I can' statements can be used by pupils also to peer- or self-assess specific pieces of work.

There are no statutory requirements for end of key stage teacher assessment in PSHE but the children's main achievements will also 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 on google drive and the appropriate shelf section in Emily Brawn and Maria McAloon's classroom. There is a designated area in the Library for topical story books.

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
- Safeguarding Policy
- RHSE policy
- Behaviour Policy
- SMSC Policy
- Anti Bullying Policy

Support and links across the school

PSHEE is supported across the school in many ways, by our links with:

• other subject departments (see below) • our First Aid Coordinator, who comes into some of our lessons – for example puberty in year 5 and 6 .She is always supported by the PSHEE/ Science teachers. • our extensive enrichment programme, for example assemblies, and talks from outside speakers. We also run a comprehensive activity programme which supports PSHEE learning by providing opportunities to expand interests, try new things and build resilience.

Links to other school policies and subjects on the curriculum

This policy complements the following policies; safeguarding children and child protection, PREVENT, online safety, wellbeing, anti- bullying, RE and RHSE, etc. Learning in PSHEE classes will link to art, digital learning, cookery, drama, english, geography, history, music, RS, science, PE, We cross reference these links on our mapping and in our schemes of work.

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.

Ensuring equality

We will ensure equality by being sensitive to the emerging and changing needs of our pupil body, and an awareness of the need to adapt over time as the pupil population changes. Through the PSHEE programme we will help children to recognise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying and use of prejudice based language. We will give them the tools to be able to respond and ask for help. We assess our pupils' needs through constant communication between all our pastoral channels.

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 portal .

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

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

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)

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'

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

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

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'

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

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

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

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

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 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', '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

PSHEE Curriculum

These are a few examples to demonstrate how the PSHEE Curriculum is linked to:

<p><u>Welfare, Health and Safety</u></p>	<p>First Aid - Skills Enrichment programme Importance of sleep Money To explore stereotyping and discrimination - Exploring and managing risk and building resilience - Strategies for dealing with bullying and where to go for help - Pre Prep Assemblies, Food and Healthy Eating</p>
<p><u>Safeguarding</u></p>	<p>Road Safety - Anti-bullying - Personal hygiene - Drugs and Alcohol - Cyber-bullying - Puberty - Firework safety Consent</p>
<p><u>British Values</u></p>	<p>How and why we have laws and rules to protect us - Understanding the roles of charities and the lives of people living in other places – To appreciate the range of national, regional, religious and ethnic identities in the UK -</p>

	<p>How individuals can contribute to society at local/regional/ world levels - Understanding everyone has human rights and that children have their own special rights - International day sessions -</p>
<p><u>Pastoral Care</u></p>	<p>To develop strategies to resolve disputes and conflict - Understanding that their actions affect themselves and others and consider how to manage situations and work collaboratively towards shared goals - To develop strategies for keeping emotionally and physically safe - To recognise when and how to ask for help and to use basic techniques for resisting peer pressure -</p>