

# STANLEY PARK JUNIOR SCHOOL



## PERSONAL, SOCIAL, CULTURAL & HEALTH EDUCATION (PSCHE) POLICY

### **Mission Statement**

"We believe that every child and adult matters. At Stanley Park Junior School, we work together as staff, parents, carers and governors, in a fun, safe and inclusive environment. We strive to create a rich, varied and challenging curriculum that provides inspirational learning opportunities for all children as they aspire to become successful learners, confident individuals and responsible citizens with a sense of pride in themselves and their school."

Policy agreed by Staff:	January 2020
Policy agreed by Governing Body:	January 2020
Next review date:	January 2023

## 1. AIMS

This policy provides basic guidelines for staff, parents and governors which should be used as a basis on which to provide a balanced Personal, Social, Cultural and Health Education (PSCHE) curriculum which is integrated into the National Curriculum work carried out in the school.

The learning outcomes of our programme are that pupils will:

- Know and understand how to become confident, independent and responsible members of society
- Be able to play a positive role in contributing to the life of the school and the wider community and experience the process of democracy (through roles such as: School Council, Eco Reps, Sports Leaders, Mini Mentors and Prefects)
- Know, understand and implement aspects of the British Values
- Explore the values and beliefs of others to gain an understanding of the influence these have on relationships with the wider world
- Develop self-esteem, self-confidence and a healthy lifestyle through health awareness
- Be able to think critically and express opinions confidently, become self-reliant, resilient, motivated and disciplined
- Understand how all actions have outcomes for oneself and others
- Develop the skills needed to make and sustain good relationships and co-operation with others
- Be able to make choices within a moral context, which highlight clear values and attitudes
- Understand how the environment is affected by human and natural activity
- Understand that it is their responsibility to take actions that keep them safe within their own lifestyles
- Be able to discuss issues related to the body, changes and feelings (linked to the Sex Education and Science Curriculum).

## **2. ENTITLEMENT**

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach Relationships Education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance.
- We must teach Health Education under the same statutory guidance

## **3. CONTENT**

As stated above, we're required to cover the content for Relationships and Sex Education, and Health Education, as set out in the statutory guidance.

Refer to our Relationships and Sex Education policy for details about what we teach, and how we decide on what to teach, in this subject.

For other aspects of our PSHE curriculum, see the Long -Term Plan in Appendix 1, which provides more details about what we teach in each year group.

We refer to the PSHE Long-Term Plan to provide a variety of relevant topics under the main themes of:

- Being Me in My World
- Celebrating Differences
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Specific year group, class or individual issues that arise throughout the year are planned for by the Class Teacher, when appropriate, and are taught in addition to those in the Long-Term Plan.

Our PSHE Long-Term Plan is regularly reviewed and adapted according to the children, local and global issues/concerns.

We recognise a close link between PSHE and health issues - some of which are covered within the Science and PE policy and others which are included within PSHE.

## **4. DELIVERY**

Personal, Social, Cultural and Health values run throughout the daily life of the school, however, we timetable a 40-minute PSICHE lesson each week to provide continuity and progression across the curriculum provision.

PSICHE objectives are also taught through:

- Year Group Assemblies
- Circle Time

(Aims, whole school rules and skills for Circle Time can be found in Appendix 3. This poster is displayed in each classroom and is used for Circle Time Sessions)

- Whole School Assemblies
- E-Safety computing lessons
- Our monthly British Value focus
- Anti-Bullying Week
- Other themed events and visitors

Our programme is led by the PSICHE subject coordinator.

Our PSICHE curriculum is taught by class teachers or a Higher Level Teaching Assistant (HLTA).

## OUTSIDE AGENCIES

Our programme is supported by the involvement of outside agencies, such as the following:

- Police - school's liaison officer
- Fire service - Education officer
- School Nurse
- Road Safety Officer
- Local Churches - ministers; parents

Year 6 also visit the Sutton Life Centre, to complement their PSICHE curriculum.

As part of our work in promoting care, consideration and support of others through charities, we regularly fundraise to support the work of charities such as: The Royal Marsden; McMillan; Poppy Appeal; Manna Society; other charities identified by the School Council.

## EQUAL OPPORTUNITIES

Personal, Social, Cultural & Health Education is an integral part of the whole curriculum and is fundamental to the development of each child. It is the intention of this school to meet the needs of all children and provide them with a basis to build on, to survive in today's society.

We are committed to working towards equality of opportunity in all aspects of school life and believe that PSCH is an entitlement of all children at the school. Our teaching will take into account the ability, age, readiness and cultural background of our young people, and those with English as a second language, to ensure that all can fully access PSCH provision.

Children who are assessed to have particular needs in their personal, social, emotional development are able to access small group activities to support their needs through Social Skills Sessions and through the support of a Learning Coach or ELSA when appropriate.

## TEACHING METHODS

A variety of teaching styles are used to ensure that all pupils' learning styles and needs are met. We encourage the use of different approaches to learning objectives, including some of the following:

- Whole class discussions
- Small group or pair work
- Debates
- Drama/role play
- Posters/displays
- Writing tasks (stories, reports, articles, poems etc)

If pupils ask questions outside the scope of the curriculum content, teachers will respond in an appropriate manner. Factual responses will be given, rather than being based on the teacher's personal beliefs or attitudes. Teachers may ask children to write their question down, so that it can be responded to later, either by the teacher on an individual level, or passed on to the child's parent/carer to address.

If a teacher feels uncomfortable delivering aspects of the PSCH curriculum, they should seek advice from the PSCH coordinator or speak to the headteacher. Teachers are encouraged to seek CPD if they feel they need it.

## RESOURCES

Our PSCH curriculum is guided by the planning programme provided by Jigsaw. We used this to develop our own Long-Term Plan. Staff and governors worked together to review the suggested objectives and adapted the plan together to ensure that it provides our pupils with the learning they need. It was developed to fit in with our school ethos, the area in which we live in and the specific needs of our children. In developing our Long-Term Plan, we have been able to ensure continuity and progression across the whole of key stage 2. During planning sessions, teachers use the lessons suggested by Jigsaw as a starting point and then adapt them as necessary, with the support of other resources when needed.

Additional PSCHÉ resources that we make use of include some of the following:

- Story/picture books
- SEAL planning and resources
- Online videos and clips
- Images
- Websites (such as ELSA Support, Go Givers, Twinkl)

Teachers record the lesson objective on a Smart Notebook or PowerPoint, along with any other questions/prompts/activities that are needed to support the delivery of the lesson.

## RECORDING

Each class has a PSCHÉ folder in which work from PSCHÉ lessons is kept.

It is not necessary to have a record of work from every lesson, however, some of the following examples of work might be filed from across the year's PSCHÉ curriculum:

- Photographs with annotations
- Whole class work - e.g. mind-maps printed from IWB slides, hand-written notes etc
- Individual samples of work from tasks
- Samples of group work
- Print outs of resources used or created, e.g. songs, poems, scripts etc

## ASSESSMENT

Although there is no formal method to assess PSCHÉ, judgements on pupil progress are made through teacher assessment. We continually assess pupil's ability to access the learning objective each lesson, adapting our teaching to challenge and support as needed. At the end of each theme, teachers make a record of children who are working towards or working beyond the age-related expectations for their year group on our assessment sheet, an example of which can be found in Appendix 2. All other children, whose initials are not on the grid, will be working at age related expectations. At the end of each academic year, class teachers record their assessment on SIMS so that it is recorded and accessible to the next teacher.

Children's progress in PSCHÉ is reported to parents in their end of year report. Teachers comment on how children have developed in their social and emotional aspects of learning. Parents are also provided with an effort grade to reflect how their child has engaged with the PSCHÉ curriculum during that year. At parents' evenings, children's social and emotional well-being is discussed.

## **5. ROLES AND RESPONSIBILITIES**

The Governing Body will approve the PSICHE policy, and the headteacher is responsible for ensuring that PSICHE is taught consistently across the school.

The Subject Co-ordinator's responsibilities are:

- To devise and implement a policy for the delivery of PSICHE with colleagues
- To support colleagues by providing a Long-Term Plan and advising on appropriate resources and contacts
- To manage resources for PSICHE and purchase items for the delivery of PSICHE within the constraints of budget limitations as prioritised in the School Development Plan
- To monitor and support the delivery of PSICHE in the school
- To liaise with outside agencies, when appropriate

Teachers' responsibilities:

- To deliver PSICHE each week
- To provide an environment in the classroom which promotes Personal, Social, Cultural and Health Education implicitly
- To be a role model - displaying the behaviour required from pupils
- To deliver PSICHE opportunities according to the Long-Term Plan
- To recognise areas that need to be discussed outside of the Long-Term Plan and find a suitable opportunity to do so in a class, group or individual setting
- To promote self-esteem and resilience
- To plan lessons that meet the needs of all children in their class
- To monitor children's reactions, contributions and participation with the areas of PSICHE
- To create a safe and supportive learning environment by following safe-guarding procedures if there is a concern about a child or information they have disclosed during PSICHE
- To assess the progress of pupils and report progress to parents in annual reports

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSICHE, treat others with respect and sensitivity.

If a teacher has a specific concern about a child during a lesson, they will make a record of this on MyConcern in line with school safeguarding policies and procedures.

## **6. MONITORING ARRANGEMENTS**

The delivery of PSICHE is monitored by PSICHE coordinator through:

- planning scans
- folder scans
- pupil questionnaires

- staff questionnaires

The teacher responsible for PSCHÉ reviews this policy every three years with the Head & Deputy of the school and through liaison with School Management Team, staff and governors.

This policy will be reviewed by the PSCHÉ coordinator every three years. At every review, the policy will be approved by the headteacher and Governing Body.

## **7. LINKS WITH OTHER POLICIES**

This policy should be read in conjunction with our Teaching and Learning Policy.

It links with the following policies: Inclusion (including Equal Opportunities), Behaviour and Anti-bullying, E-Safety Policy, Sex Education, Child Protection and Safeguarding, and Attendance. It impacts upon all curriculum policies - in particular: PE, RE, Computing, Science.



## APPENDIX 1 - PSICHE Long Term Plan

This scheme of work has been created with the aim to be part of early intervention and preventative work with our families and children in order to reduce future safe-guarding incidents and to support the children in forming positive relationships. This scheme incorporates the guidance for Relationships Education and Health Education which is statutory from September 2020 (DfE February 2019 and KCSIE (DfE September 2019)).

The scheme includes objectives on sensitive areas, including Domestic Abuse, Child Sexual Exploitation, Grooming, Up-skirting, FGM, 'So-called' Honour Based Violence, Mental Health, Peer on Peer Abuse, Self-Harm, Radicalisation, Gang Violence and Knife Crime. Sadly, primary school children are exposed to these issues and they can interlink, affecting children and families in many ways. This list is not exhausted and planning will be adapted to reflect current issues as they arise. These safeguarding issues are highlighted in yellow throughout the Long Term Plan. Such areas will not be addressed directly through lessons but are linked as underlying issues related to the specific objectives and therefore aim to provide the foundations to support children in these areas in the future. We are aware of the London Borough of Sutton's priority of tackling the high number of reported incidents of domestic abuse in the area (The Sutton Plan, 2019) and have also addressed this within our Long Term Plan.

This scheme has been produced using lesson plans and resources from Jigsaw, The Mindful Approach to PSHE, but has been adapted by teaching staff to ensure that it specifically meets the needs of our pupils and our school ethos. The scheme includes learning objectives covering each area of the Relationships Education and Health Education curriculum, delivered through 6 themes: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. These will form the basis of our curriculum but teachers will be responsible for delivering content that is appropriate to the age, requirements and maturity of the children. Lessons will be accessible to children with SEND, who are often some of our most vulnerable children, and will allow for progression as the children move up the school.



SPJS PSCH E Long Term Plan (linked to Jigsaw resources)



Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	NC Science Objectives (taught during science lessons)	Safeguarding
	<u>Being Me in My World</u>	<u>Celebrating Differences</u>	<u>Dreams and Goals</u>	<u>Healthy Me</u>	<u>Relationships</u>	<u>Changing Me</u>		
3	1) I can recognise my worth and can identify positive things about myself and my achievements. <b>IL</b>	1) I understand that everybody's family is different and important to them. <b>MR</b> <b>Forced Marriage</b>	1) I can tell you about a person who has faced difficult challenges and achieved success.	1) I understand how exercise affects my body and know why my heart and lungs are such important organs.	1) I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. <b>MR, T</b> <b>Domestic Violence</b>	1) I can express how I feel when I see babies or baby animals.	<b>ANIMALS INCLUDING HUMANS:</b> Pupils should be taught to identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. What living things (plants and animals) need to grow and survive).  <b>LIGHT:</b> Pupils recognise that light from the sun can be dangerous and that there are ways to protect their eyes.	<ul style="list-style-type: none"> <li>• Parenting</li> <li>• Positive relationships</li> <li>• Bullying &amp; prejudice</li> <li>• Physical abuse - NSPCC</li> <li>• Pants rule</li> <li>• Good and bad secrets</li> <li>• Awareness of online safety and security</li> <li>• Tolerance</li> </ul> <p><b>Example safeguarding type discussions:</b></p> <p>How do your parents / family care for you?</p> <p>How do people who love or care for each other behave?</p> <p>How might others feel if you use words like 'gay' or 'fat'?</p>
	2) I can face new challenges positively, make responsible choices and ask for help when I need it. <b>IL</b>	2) I understand that differences and conflicts sometimes happen among family members. <b>D, RL, MR, T</b> <b>Parenting</b>	2) I can identify a dream/ambition that is important to me.	2) I can identify how I feel towards medicines and how to deal with them safely.	2) I can identify and put into practice some of the skills of friendship, e.g. taking turns, being a good listener. <b>MR</b> <b>Peer on Peer Abuse</b> <b>Positive Relationships</b>	2/3) I understand what a baby needs to live and grow; I can express how I might feel if I had a new baby in my family.		
	3) I understand why rules are needed and how they relate to rights and responsibilities. <b>RL</b>	<b>ANTI-BULLYING WEEK:</b> 3) I know what it means to be a witness to bullying. <b>MR, T</b>  4) I know what witnesses can make the situation better or worse by what they do (anti-bullying week activity). <b>MR, T</b> <b>Bullying &amp; prejudice</b>	3) I enjoy facing new learning challenges and working out the best ways for me to achieve them.	3) I can identify things, people and places that I need to keep safe from and can tell you some strategies for keeping myself safe including who to go to for help. <b>RL</b> <b>Awareness of online safety and security</b>	3) I know how to express my appreciation to my friends and family.  <b>Domestic Violence</b>	4) I can identify how boys' and girls' bodies change on the inside and outside during this growing up process (how we change when we grow from a baby to an adult). <b>MR</b> <b>Physical abuse - NSPCC</b> <b>Pants rule</b>		
	4) I understand that my actions affect myself and others and I care about other people's feelings. <b>MR</b>	5) I recognise that some words are used in hurtful ways; I try hard not to use hurtful words (e.g. gay, fat). <b>MR, T</b> <b>Positive relationships</b>  6) I can tell you about a time when my words affected someone's feelings and what the consequences were. <b>IL</b>	4) I can recognise obstacles which might hinder achievement and can take steps to overcome them - managing feelings e.g. frustration).	4) I can take responsibility for keeping myself and others safe at home. <b>RL</b>  5) I understand how complex my body is and how important it is to take care of it.	4) I know how my behaviour affects others (not from Jigsaw planning). <b>Tolerance</b>  5) I know when to listen to others, deciding which information is important and which to ignore (telling tales) (not from Jigsaw planning) <b>Good and bad secrets</b>	5/6) I can identify what I am looking forward to when I am in Year 4.		

British Values: MR = Mutual Respect; IL = Individual Liberty; RL = Rule of Law; T = Tolerance of different faiths or beliefs, D = Democracy



SPJS PSICHE Long Term Plan (linked to Jigsaw resources)



	World		Goals				science lessons)	
4	1) I understand how democracy works through the school council.	1) I understand that, sometimes, we make assumptions based on what people look like. <b>MR, T</b> 2) I can question why I think what I do about other people.	1) I can tell you about some of my hopes and dreams.	1) I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most. <b>CSE</b>	1) I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant. <b>Radicalisation</b> <b>Parenting and relationships</b> <b>Domestic Violence</b>	1) I understand that some of my personal characteristics have come from my birth parents.	N/A	<ul style="list-style-type: none"> <li>Peer pressure</li> <li>Bullying &amp; prejudice</li> <li>Emotional and physical abuse</li> <li>Online safety</li> <li>Radicalisation</li> <li>Parenting and relationships</li> <li>Child Sexual Exploitation</li> </ul>
	2) I know my attitudes and actions make a difference to the class team. <b>MR</b>	<b>ANTI-BULLYING WEEK:</b> 3) I know why sometimes bullying is hard to spot and I know what to do if I think it is going on at SPJS. <b>MR, T</b>  4) I can tell you why witnesses sometimes join in with bullying and sometimes don't tell. <b>MR, T</b> <b>Bullying &amp; prejudice</b> <b>Emotional and physical abuse</b>	2) I understand that sometimes hopes and dreams do not come true and that this can hurt (work-life balance).	2) I can recognise the changing dynamics between people in different groups. <b>Peer on Peer Abuse</b>	2) I can identify someone I love and can express why they are special to me - I know how most people feel when they lose someone or something they love. <b>Parenting and relationships</b> <b>Domestic Violence</b>	2) I know how the circle of change works and can apply it to changes I want to make in my life.		<p><b>Example safeguarding type discussions:</b></p> <p><b>Why do some people try to change others?</b></p> <p><b>How do you react if someone puts you under pressure?</b></p> <p><b>What is important in a healthy relationship?</b></p> <p><b>Where can you get help if you feel something is wrong?</b></p>
	3) I know who is in my school community, the roles they play and how I fit in.	5) I can identify what is special about me and value the ways in which I am unique (accepting other people's aspirations, such as choice of high school). <b>Peer pressure</b>	3) I know that reflecting on positive and happy experiences can help me to counteract disappointment.	3) I can relate to feelings of shame and know how to act assertively to resist pressure from myself and others (dealing with 'banter'). <b>Online safety</b>	3) I can tell you about someone I know that I no longer see - I know that we can remember people.	3) I can identify changes that have been and may continue to be outside of my control that I learnt to accept; I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.		
	4) I understand that my actions affect myself and others; I care about other people's feelings and empathise with them. <b>IL, MR, T</b> <b>Peer on Peer Abuse</b>	6) I can explain why it is good to accept people for who they are.	4) I know what it means to be resilient and to have a positive attitude.	4) I can recognise when people are putting me under pressure and can explain ways to resist this when I want. <b>Peer on peer abuse</b>	4) I can explain different points of view on an animal rights issue (balanced arguments).	4) I can identify what I am looking forward to when I am in Year 5.		
	5) I can enjoy 'friendly' competition (4-square/playground games). (not from Jigsaw Planning)	7) I know about the different types of family set-ups and that everybody's family is different and that is OK (same gender parents).	5) I can enjoy being part of a group challenge. <b>MR</b>	5) I know myself well enough to have a clear picture of what I believe is right and wrong. <b>Peer on peer abuse</b>	5) I understand how people feel when they love a special pet.  6) I know how to show love and appreciation to the people and animals who are special to me. <b>Emotional and physical abuse</b> <b>Domestic Violence</b>			



SPJS PSCH Long Term Plan (linked to Jigsaw resources)



Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	NC Science Objectives (taught during science lessons)	Safeguarding
	Relationships	Being Me in my World	Dreams and Goals	Healthy Me	Celebrating Differences	Changing Me		
5	1) I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities - I know how to keep building my own self-esteem. <b>Physical or sexual abuse</b> <b>Domestic Violence</b>	1) I can face new challenges positively know how to set personal goals.	1) I understand that I will need money to help me achieve some of my dreams.	1/2) I can make informed decisions and know how to resist peer pressure (smoking, alcohol, low-level crime, social media, use of iPads etc.). <b>Online safety / sexting</b>	1) I understand that cultural differences sometimes cause conflict.	1) I am aware of my own self-image and how my body image fits into that. <b>FGM / forced marriage</b>	<b>ANIMALS INCLUDING HUMANS:</b> Pupils should be taught to describe the changes as humans develop to old age: - Pupils should draw a timeline to indicate stages in growth and development of humans. - Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows. - They should learn the changes experienced in puberty.  <b>LIVING THINGS AND THEIR HABITAT:</b> Describe the life process of reproduction in some plants and animals: - Pupils should find out about the different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.	<ul style="list-style-type: none"> <li>Child sexual exploitation</li> <li>Physical or sexual abuse</li> <li>Online safety / sexting</li> <li>Emotional abuse</li> <li>FGM / forced marriage</li> <li>Gang Violence</li> <li>Knife Crime</li> </ul> <b>Example safeguarding type discussions:</b>  Other cultures may have different traditions - how do we ask challenging questions respectfully?  How do we keep ourselves safe if we feel something is wrong or scary?  What are the signs of a healthy relationship?  If something about my changing body worries me - where can I get help?  How might someone try to influence you using technology?
	2) I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. <b>Peer on Peer Abuse, Gang Violence, Knife Crime, Emotional abuse</b>	2) I understand my rights and responsibilities as a British Citizen. <b>D, RL, MR, T</b>	2) I know about a range of jobs carried out by people I know (with an awareness of how you earn money through jobs).	3) I know how to manage dares and seek help (not from Jigsaw planning).	2) I understand what racism is.	2/3) I can deal with important challenges that I may face now and in the future (11+ and high school choices).		
	3/4) I can make choices about my own behaviour, including resisting pressures to use technology in ways that may be risky or may cause harm to myself or others (in addition to computing lessons). <b>Grooming, CSE, Peer on Peer abuse, Online safety / sexting</b>	<b>ANTI-BULLYING WEEK:</b> 3) I understand how rumour-spreading and name-calling can be bullying behaviours.  4) I can explain the difference between direct and indirect types of bullying.  5) To learn about discrimination, teasing, bullying and aggressive behaviour and its affect on others (anti-bullying week). <b>MR, T</b> <b>Emotional abuse</b>	3) I can identify a job I would like to do when I grow up and understands what motivates me and what I need to do to achieve it.	4) I know and can put into practice basic emergency aid procedures and know how to get help in emergency situations.	3) I can compare my life with people in the developing world (appreciation).	4/5/6) Transition to Y6 preparation, as needed for the year group.		
	6) I can make choices about my own behaviour because I understand how rewards and consequences feel. <b>MR</b> <b>CSE</b>	4) I can describe the dreams and goals of young people in a culture different to mine.	5) I understand how the media and celebrity culture promotes certain body types (self-esteem, transphobia).	4) I can enjoy the experience of a culture other than my own.				



SPJS PSICHE Long Term Plan (linked to Jigsaw resources)



		<p>7) I understand how an individual's behaviour can impact on a group. <b>Honour Based Violence</b></p>	<p>5) I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other (respect).</p>	<p>6) I know what a stereotype is and how stereotypes can be negative, unfair or destructive, and should be challenged (not from Jigsaw planning).</p> <p>7) I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.</p>				
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British Values: MR = Mutual Respect; IL = Individual Liberty; RL = Rule of Law; T = Tolerance of different faiths or beliefs, D = Democracy





SPJS PSICHE Long Term Plan (linked to Jigsaw resources)



Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	NC Science Objectives (taught during science lessons)	Safeguarding
	<u>Being Me in my World</u>	<u>Celebrating Differences</u>	<u>Healthy Me</u>	<u>Changing Me</u>	<u>Dreams and Goals</u>	<u>Relationships</u>		
6	1) I can identify my goals for this year, understand my fears and worries about the future and know how to express them. <b>MR, T</b>	1) I understand how having a disability could affect someone's life. <b>MR</b>	1) I know the impact of food on the body (food groups, lifestyle, budget a weekly shop in computing).	1) I am aware of the pressure to conform to a physical stereotype (link back to media image from Y5).	1) I know my learning strengths and can set challenging but realistic goals for myself.	1) I can identify the most significant people to be in my life so far and give reasons for their importance.	Animals including Humans Pupils should be taught to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.	<ul style="list-style-type: none"> <li>• Child sexual exploitation</li> <li>• Online abuse / sexting / grooming</li> <li>• Emotional abuse</li> <li>• Prevent / radicalisation and extremism</li> <li>• Emotional abuse / domestic violence</li> <li>• FGM</li> </ul> <p>Example safeguarding type discussions:</p> <p>How do you react if a group behaviour conflicts with your own view?</p> <p>How could you build a healthy relationship?</p>
	2) I know that there are universal rights for children but for many children these rights are not met. <b>D, RL, MR, T</b>	2) I can explain some of the ways in which one person or a group can have power over another. <b>MR Honour Based Violence</b>	2/3) I know about different types of addiction, (including energy drinks, alcohol, tobacco, vaping and drugs) and their effects on the body and future health. <b>RL, IL</b>	2) I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally (the right to protect your body from unwanted/inappropriate contact). <b>FGM, CSE</b>	2) I can identify problems in the world that I may be able to support and talk to other people about them. <b>RL, T, MR</b>	2) I can use some strategies to manage feelings associated with loss (different types of loss) and can help other people to do so.		
	3) I understand that my actions affect other people locally and globally.	3) I appreciate people for who they are (and not who I want them to be).	4) I know I can put in to practice basic emergency aid procedures and know how to get help in emergency situations (recap from Y5). <b>RL, IL</b>	3) I can ask the questions I need answered about changes during puberty (link to secondary school and problems they may have).	3) I can work with other people to make the world a better place (linked to school's chosen charity).	3) I can recognise when people are trying to gain power or control (keeping something secret/confidential - when to tell). <b>Peer on Peer Abuse Honour Based Violence Emotional abuse Domestic Violence</b>		
	4) I understand how an individual's behaviour can impact on a group (age of criminal responsibility). <b>MR, T</b>	<b>ANTI-BULLYING WEEK:</b> 4) I understand some of the reasons why people use bullying behaviours. 5) I can tell you a range of strategies in managing my feelings in bullying situations.	5) I understand what it means to be emotionally well and can explore people's attitudes towards mental health.	4) I understand how being physically attracted to someone changes the nature of the relationship - I can show affection appropriately.	4) I know what some people in my class like or admire about me and can accept their praise.	4) I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening. <b>Up-skirting, Grooming, Prevent, Extremism and Radicalisation, CSE, Peer on Peer abuse</b>		
	5) To learn about discrimination and how we can respond to it. <b>MR, T</b>	6) I can explain ways in which difference can be a source of conflict and a cause for celebration.	6) I can recognise when I feel stressed and the triggers that cause this (Mental Health Week).	6) I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.	5) I can identify what I am looking forward to and what worries me about the transition to secondary school.			

British Values: MR = Mutual Respect; IL = Individual Liberty; RL = Rule of Law; T = Tolerance of different faiths or beliefs, D = Democracy

## APPENDIX 2 - Assessment examples

To be added

## APPENDIX 3 - CIRCLE TIME

### Aims:

- To listen to one another
- To discuss issues as and when they arise
- To increase confidence in speaking out
- To make everyone feel good
- To develop everyone's self esteem
- To be heard and to know they are heard
- To encourage responsibility
- To help everyone become aware of, and sensitive to, each other's feelings and needs
- To encourage positive behaviour
- To have fun and enjoyment together as a class
- For teachers to get to know their pupils and for pupils to get to know their teachers

### Guidelines

- Use whole school rules and skills poster - reinforce every session until followed by children
- Be comfortable with the areas you wish to address
- Be prepared to do this on a regular basis
- Be prepared for answers you don't expect

### Disclosure of information from children

If a child seems to be about to tell you something which you feel is not suitable to share with the rest of the class (e.g. something personal about their family) then say something to this effect: "This is too important for you to say right now. Why don't you come and see me by yourself so that we can discuss this more fully."

Provide an opportunity for the child to come and discuss this later. If the child takes up the opportunity to speak to you, remind the child that you may have to tell someone else what they tell you and that you cannot promise to keep it secret. Then follow the school's safeguarding policy.



# Are we ready for Circle Time?



## SPJS Circle Time Ground Rules

👍 We listen when anyone else is speaking.

👍 We raise our hand if we want to speak.

👍 We speak positively to each other.

👍 We respect other people's ideas.

👍 We do not name anyone and say negative things to or about them.





# Are we ready for circle time?

We need to do 5 things for circle time to work:



looking



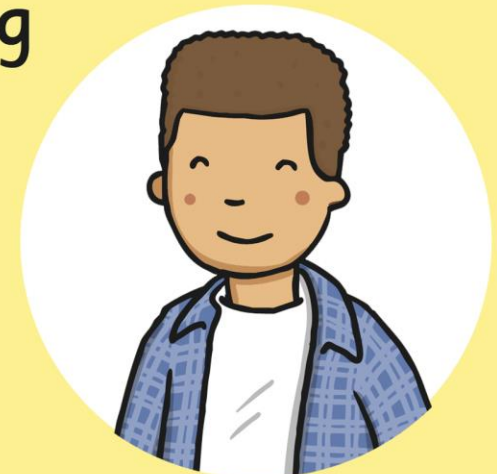
listening



speaking



thinking



concentrating