

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:

December 2020

Policy agreed by Governing Body:

December 2020

Next review date:

December 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. Please see Appendix 2 for information about what children should know by the end of Key Stage 2.

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 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). Public Health England's Fingertips statistics also informs us of areas in which Sutton is below the National Average. The following are areas of concern: homelessness, self-harm and substance misuse. The following areas are very close to the National Average: dental care/tooth decay, Year 6 - prevalence of obesity and under 18s conception rate/teenage mothers. We have therefore endeavoured to address these issues within our Long Term Plan.

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

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 4. 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 PSICHE 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 PSICHE 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 PSICHE folder in which work from PSICHE 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 PSICHE 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 PSICHE, 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 3. 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 PSICHE 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 PSICHE 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 PSICHE 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 PSICHE 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 PSICHE 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). Public Health England's Fingertips statistics also informs us of areas in which Sutton is below the National Average. The following are areas of concern: homelessness, self-harm and substance misuse. The following areas are very close to the National Average: dental care/tooth decay, Year 6 - prevalence of obesity and under 18s conception rate/teenage mothers. We have therefore endeavoured to address these issues 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.

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	NC Science Objectives (taught during science lessons)
	<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. IL	1) I understand that everybody's family is different and important to them. MR Forced Marriage	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. MR, T Domestic Violence	1) I can express how I feel when I see babies or baby animals.	ANIMALS INCLUDING HUMANS: 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). LIGHT: Pupils recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
	2) I can face new challenges positively, make responsible choices and ask for help when I need it. IL	2) I understand that differences and conflicts sometimes happen among family members. D, RL, MR, T Parenting	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. MR Peer on Peer Abuse Positive Relationships	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. <i>Linked to children's own pets and younger siblings/new babies - How do different animals look after their babies before and after birth?</i> <i>What does a new baby need to keep it happy and healthy?</i>	
	3) I understand why rules are needed and how they relate to rights and responsibilities. RL	ANTI-BULLYING WEEK: 3) I know what it means to be a witness to bullying. MR, T 4) I know what witnesses can make the situation better or worse by what they do (anti-bullying week activity). MR, T Bullying & prejudice	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. RL Awareness of online safety and security	3) I know how to express my appreciation to my friends and family. Domestic Violence	4/5) I can identify how boys' and girls' bodies change on the inside and outside during this growing up process. <i>How has my body changed visually since I was a baby?</i> <i>Why is my body changing? Why are some children growing quicker than others?</i> <i>Why are some girls in my class taller than the boys? How do girls and boys grow differently?</i> <i>What are similarities and differences between boys and girls?</i> <i>What happens when people get older?</i> MR Physical abuse - NSPCC Pants rule	
	4) I understand that my actions affect myself and others and I care about other people's feelings. MR	5) I recognise that some words are used in hurtful ways; I try hard not to use hurtful words (e.g. gay, fat). MR, T Positive relationships 6) I can tell you about a time when my words affected someone's feelings and what the consequences were. IL	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. RL	4) I know how my behaviour affects others (not from Jigsaw planning). Tolerance	6/7) I can identify what I am looking forward to when I am in Year 4 (class mix - making new friends).	
			5) I understand how complex my body is and how important it is to take care of it.	5) I know when to listen to others, deciding which information is important and which to ignore (telling tales) (not from Jigsaw planning) Good and bad secrets			

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Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	NC Science Objectives (taught during science lessons)
	Being Me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me	
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. MR, T 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. CSE	1) I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant. Radicalisation Parenting and relationships Domestic Violence	1) I understand that some of my personal characteristics have come from my birth parents.	N/A
	2) I know my attitudes and actions make a difference to the class team. MR	ANTI-BULLYING WEEK: 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. MR, T 4) I can tell you why witnesses sometimes join in with bullying and sometimes don't tell. MR, T Bullying & prejudice Emotional and physical abuse	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. Peer on Peer Abuse	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. Parenting and relationships Domestic Violence	2) I know how the circle of change works and can apply it to changes I want to make in my life.	
	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). Peer pressure	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'). Online safety	3) I can tell you about some 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. IL, MR, T Peer on Peer Abuse	6) I can explain why it is good to accept people for who they are. <i>Why are some girls 'tomboys' and some boys a bit 'girly'? (linked to stereotypes)</i> <i>Is my body normal? What is a 'normal' body?</i>	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. Peer on peer abuse	4) I can explain different points of view on an animal rights issue (balanced arguments).	4) I know about some of the changes we go through as the body changes (such as emotional and physical changes, including height & personality - not covering puberty). <i>What body changes do boys and girls go through as your body grows? - linked to hygiene</i>	
	5) I can enjoy 'friendly' competition (4-square/playground games).	7) I know about the different types of family set-ups and that everybody's family is different that is OK (same gender parents, adopted families). <i>If pupil-led, the following may be discussed:</i> <i>What is love? How do we show love to one another?</i> <i>Can people of the same sex love one another? Is this ok?</i> <i>What are the different kinds of families and partnerships?</i> <i>What do the words 'lesbian' and 'gay' mean?</i> <i>How do families with same-sex parents have babies? (response: adopted, fostered, helped by science)</i>	5) I can enjoy being part of a group challenge. MR	5) I know myself well enough to have a clear picture of what I believe is right and wrong. Peer on peer abuse	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. Emotional and physical abuse Domestic Violence	5) I can identify what I am looking forward to when I am in Year 5.	

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Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	NC Science Objectives (taught during science lessons)
	Relationships	Being Me in my World	Healthy Me	Changing Me (not all lessons are linked to Jigsaw)	Celebrating Differences	Dreams and Goals	
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. Physical or sexual abuse Domestic Violence	1) I can face new challenges positively know how to set personal goals.	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.). Online safety / sexting	1) I am aware of my own self-image and how my body image fits into that. FGM / forced marriage	1) I understand that cultural differences sometimes cause conflict.	1) I understand that I will need money to help me achieve some of my dreams.	ANIMALS INCLUDING HUMANS: 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. (What is puberty? What are the signs of puberty? How is a girl's body different to a boy's body? Do we all change/develop at the same time? How does my body change? How can I look after my body now I am going through puberty? How can I cope with these different feelings and mood swings?) LIVING THINGS AND THEIR HABITAT: 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. (How do different animals have
	2) I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. Peer on Peer Abuse, Gang Violence, Knife Crime, Emotional abuse	2) I understand my rights and responsibilities as a British Citizen. D, RL, MR, T	3) I know how to manage dares and seek help (not from Jigsaw planning).	2) I know what puberty is and some internal and external changes that might occur. <i>What is puberty? What are the signs of puberty? How is a girl's body different to a boy's body? Do we all change/develop at the same time? How can girls manage periods (menstruation)? Why do boys get erections? What are wet dreams? If pupil-led, the following may be discussed: How many sperm does a man produce? How many eggs does a woman have? (teaching will not include any mention of sexual intercourse)</i>	2) I understand what racism is.	2) I know about a range of jobs carried out by people I know (with an awareness of how you earn money through jobs).	
	3/4) 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). Grooming, CSE, Peer on Peer abuse, Online safety / sexting	ANTI-BULLYING WEEK: 3) I understand how rumour-spreading and name-calling can be bullying behaviours. 4) I can explain the different between direct and indirect types of bullying.	4) I know and can put into practice basic emergency aid procedures and know how to get help in emergency situations.	3) I can describe physical changes that occur in puberty and know ways to manage emotional and relationship changes. <i>How does my body change? How can I look after my body now I am going through puberty? How can I cope with these different feelings and mood swings?</i>	3) I can compare my life with people in the developing world (appreciation).	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.	
		5) To learn about discrimination, teasing, bullying and aggressive behaviour and its affect on others (anti-bullying week). MR, T Emotional abuse	5) I understand how the media and celebrity culture promotes certain body types (self-esteem, transphobia).	4) To identify myths and facts about puberty and how to get help (taught in gender groups).	4) I can enjoy the experience of a culture other than my own.	4) I can describe the dreams and goals of young people in a culture different to mine.	

	6) I can make choices about my own behaviour because I understand how rewards and consequences feel. MR CSE	6) I know what a stereotype is and how stereotypes can be negative, unfair or destructive, and should be challenged (not from Jigsaw planning).	5) I can ask the questions I need answered about puberty and my body (taught in gender groups).		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).	<i>babies? E.g. live young, eggs, in water etc.)</i>
	7) I understand how an individual's behaviour can impact on a group. Honour Based Violence	7) I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.	6) I can deal with important challenges that I may face now and in the future (11+ and high school choices).		6/7) Transition to Y6 preparation, as needed for the year group.	

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Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	NC Science Objectives (taught during science lessons)
	<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. MR, T	1) I understand how having a disability could affect someone's life. MR	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). Why do the media show so many pictures of thin/muscle/ perfect celebrities? Should we all look like this?	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. <i>(How do hormones affect boys and girls differently? Am I normal? What is normal for my age? If I am a late-developer, will I catch up?)</i>
	2) I know that there are universal rights for children but for many children these rights are not met. D, RL, MR, T	2) I can explain some of the ways in which one person or a group can have power over another. MR Honour Based Violence	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. RL, IL	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). <i>How do hormones affect boys and girls differently?</i> FGM, CSE	2) I can identify problems in the world that I may be able to support and talk to other people about them. RL, T, MR	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). RL, IL	3) I can ask the questions I need answered about changes during puberty (link to secondary school and problems they may have). <i>If pupil-led, the following may be discussed: How are babies made? (response: when a sperm from a male and egg from a female come together - sometimes this results in a baby being made)</i>	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). Peer on Peer Abuse Honour Based Violence Emotional abuse Domestic Violence	
	4) I understand how an individual's behaviour can impact on a group (age of criminal responsibility). MR, T	ANTI-BULLYING WEEK: 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. <i>Is it normal to have a crush on somebody? What does it feel like to have a crush on somebody? (link back to healthy relationships in Y3 - same gender relationships)</i>	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. Up-skirting, Grooming, Prevent, Extremism and Radicalisation, CSE, Peer on Peer abuse	
	5) To learn about discrimination and how we can respond to it. MR, T	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).	5) I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this. <i>Am I normal? What is normal for my age? If I am a late-developer, will I catch up?</i>		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 - What children should know by the end of key stage 2

(DFE document: Relationships Education, Relationships and Sex Education (RSE) and Health Education)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
Internet safety and harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.

TOPIC	PUPILS SHOULD KNOW
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.

TOPIC	PUPILS SHOULD KNOW
Changing adolescent body	<ul style="list-style-type: none">• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.• about menstrual wellbeing including the key facts about the menstrual cycle.

APPENDIX 3 - Assessment example

Class: _____	Year 5 PSCE Assessment Record		
Themes	Working Towards ARE	Working at ARE	Working Above ARE
Being Me in My World	<p>I know it is good to set goals. I understand that my actions might affect other people.</p>	<p>I can make my own choices and set my own goals. I understand how my actions and behaviour can have an impact on others.</p>	<p>I have an understanding of my rights as a British Citizen. I understand and can consider the rewards and consequences of my own behaviour.</p>
Initials of children Working Towards or Above. All other children are working at ARE.			
Celebrating Differences	<p>I can explain one way in which someone else's culture may differ from mine. I appreciate different cultures.</p>	<p>I have an understanding of different cultures and how people's lives might be different to mine in a few ways. I appreciate different cultures by showing an interest in them and understand what racism is.</p>	<p>I can give several examples of how my life is different to someone in the developing world. I can recognise racist behaviour and understand how it impacts on other people.</p>
Initials of children Working Towards or Above. All other children are working at ARE.			
Dreams and Goals	<p>I can identify a job I would like to do when I grow up. I understand the role that money plays in helping me achieve my goals.</p>	<p>I can describe the dreams and goals of a young person in a culture different from mine. I can reflect on how the dreams and goals of a young person in a different culture relate to my own.</p>	<p>I can identify a number of ways we can support people from other cultures. I understand that I can learn from people in other cultures.</p>
Initials of children Working Towards or Above. All other children are working at ARE.			

APPENDIX 4 - 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 safe-guarding 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