

Asfordby Hill School

Achieving high Standards in all that we do.



PSHE/RSE POLICY

This Policy Links With: Teaching and Learning SEN policy Science policy	
Recommended:	
Statutory:	Y
Date Reviewed:	June 2020
Date of Next Review:	June 2021
Committee Responsible for Review:	QEHS
Signature of the Chair of Governors:	

Part 1: Personal, Social, Health and Citizenship Education.

Part 2: Relationships and Sex Education

“I want them to grow up knowing diversity is beautiful.”

-Asfordby Hill Parent

“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

-Maya Angelou

Rationale

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

Policy Development

This policy has been developed in consultation with staff, pupils governors and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to take part in an online questionnaire
4. .
5. Pupil consultation – we investigated what exactly pupils want from their PHSCE education.
6. Ratification – once amendments were made, the policy was shared with governors and ratified.

Governor Voice

During a curriculum governor meeting, our governors were given the opportunity to review and reflect upon current practice and the development of the subject. New national requirements and expectations were shared as well as our developing subject intent and implementation.

“The governors agree that the school should adopt an overall and all-encompassing policy for education on families and relationships. The overall message being that relationships and families can be healthy and functional in many different forms.”

“Children should be confident and comfortable in discussing themselves and the topics covered whilst remaining respectful to others.”

“Agreed impact of successful implementation, all students will leave with the correct set of foundational knowledge and the confidence to engage in the subjects with maturity.”

“Governors agree policy should be to educate safe use of social media and the internet as opposed to restricted/blocking use.”

“The use of accurate terminology for body parts should be added to curriculum for safeguarding reasons. This is necessary and to be implemented.”

“Menstruation education to be offered as opt out for year 4 (girls only), and statutory for year 5/6. This is sensible way forward and to be implemented via letter home to parents with simple opt in opt out return slip.”

“Sex education: to be delivered predominately through a science-based PSHE curriculum.”

Parent Voice

The following comments have been selected from responses to our in-depth PSHE parent questionnaire (2019-2020). Responses have been collated to represent the breadth and collective voice of our parents.

The main aim of the questionnaire was to use the results to help develop our policy and better understand our wider community. These questions and responses can be seen weaved throughout the policy.

“If you openly discuss about inclusion, diversity and respect the children can learn at an early opportunity that other people’s opinions/views are their own and don’t always have to align in society as long as they are safe.”

“Upholding that in Britain we embrace everyone inclusively and whilst other people may hold these beliefs, how to respect them without agreeing and the importance of acceptance within our society.”

“Obviously we must always be aware that faith and spirituality is very important and must be considered, but it must not be used to stop safe learning and to reinforce inequality.”

“Children should learn about and celebrate differences, whatever their background. Learning about relationships and identity at this young age can only help them going forward. This type of education does not detract from the innocence of childhood, as I fear some people believe.”

“Only to include why people of different religions and cultures may not participate in certain discussions, to acknowledge and accept these differences in a non-judgemental way.”

“AHS has covered PSHE in a sensitive and informative way in the past I appreciate the opportunity to input into the school's decision-making process. Thank you.”

“I am so pleased you are doing this, I was hoping this would be covered, and would happily help and support in anyway.”



We want to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships. At Asfordby Hill we would like to show that there is no "typical" or "normal" family. Being different should be the norm and should be celebrated. What types of families do you see in your homelife and our community? E.g single parent families, LGBT families, step-parents, adopted families.

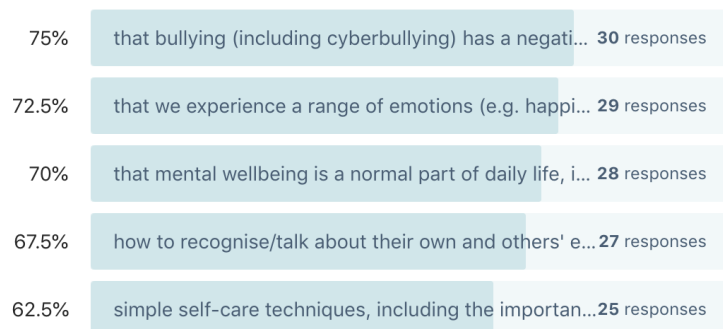
39 out of 40 people answered this question

Single Parent Families | Divorced Families | Blended Families | LGBT Families | Co-Habiting Families | Mixed Race Families | Adopted Families | Foster Families | Families with Child Carers | Military Families | Working Families | Stepfamilies | Multi-generational Families | Disabled family members | Families with no children | Married | Unmarried | Parental Bereaved Families | Bereaved Families



Teaching about mental wellbeing forms a huge part of the new pshe curriculum, especially as children's happiness is a priority for parents and schools. We know that children and young people are increasingly experiencing challenges. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise. Which of the following learning statements do you think your child is most in need of learning about?

40 out of 40 people answered this question (with multiple choice)



...Which of the following compulsory elements of teaching and learning do you think are most important for your child to learn about?

40 out of 40 people answered this question (with multiple choice)



PSHCE POLICY

Part 1: Personal, Social, Health and Citizenship Education.

1. Context

This policy supports a whole school approach to PSHE and Citizenship (PSHCE) in the curriculum, and throughout the life of Asfordby Hill School and its community. It is consistent with current legislative frameworks and non-statutory guidance.

1.1 Statutory Status of Relationships Education and Health Education

This policy takes account of the requirement that all schools with primary aged children must teach Relationships Education and Health Education from September 2020. We will teach these two statutory subjects in the context of our wider Personal, Social, Health and Citizenship Education (PSHCE) curriculum. To see the required primary school outcomes for health and relationship education please see appendix B-C.

1.2 Wider Context

Our approach to the teaching of PSHCE supports our duties relating to [Keeping Children Safe in Education](#), [Equality Act 2010](#), SEND, promoting fundamental [British Values](#) and Spiritual, Moral, Social and Cultural (SMSC) development. It also supports us in meeting the standards set out by [OfSTED](#) in relation to 'Behaviour and Attitudes' and 'Personal Development'.

1.2.2 Duty to Promote Wellbeing

[The Education and Inspections Act 2006](#) places a requirement on schools to promote pupils' wellbeing (as defined in the [Children Act 2004](#)) as well as their academic achievement. It also includes a duty to support community cohesion. We are committed to promoting the health and wellbeing of children and of the whole school community, and fully recognise the significant connection between wellbeing and learning. PSHCE is a significant part of our response to these duties.

1.2.3 National Curriculum

The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. It must also:

'promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.'

1.2.4 Healthy Schools

We are committed to developing a 'Healthy School' climate and culture. This means that we place teaching and learning in the wider context of our approach to:

- *Leadership, organisation and management and the management of change*
- *Inclusive policy development*
- *The school ethos, culture, environment, SMSC development, and positive relationships throughout the school*
- *Learning and teaching, curriculum planning and resourcing*
- *Giving children a voice*
- *Provision of and signposting to support services for children*
- *Staff health and wellbeing and their continuing professional development (CPD)*
- *Partnership with parents/carers, the local community, external agencies and volunteers to support pupil health and wellbeing*
- *Assessing, recording, monitoring and celebrating outcomes.*

1.3 Our beliefs about PSHCE

We believe that PSHCE has the power to enhance the health and wellbeing of all children, their families and the whole school community. It has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's aims.

PSHCE helps children to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives, now and in the future, as individuals, citizens, workers and parents. It is embedded within wider learning to ensure that children learn to develop resilience and healthy relationship skills, which they will practise and see enacted in the school environment.

1.4 Defining PSHCE

We will use 'Personal, Social, Health and Citizenship Education' (PSHCE) as an umbrella term for all aspects of practice and learning associated with wellbeing and health. A significant part of our PSHCE provision will be accessed through the planned, taught curriculum. Our PSHCE curriculum is supported by whole school enrichment activities.

Many aspects of our PSHCE provision are statutory from Sept 2020, as part of Relationships Education and Health Education. However, there are other areas which we consider important for our children e.g. Road Safety and Financial Education. These areas are not statutory, but we will teach them in the wider context of our PSHCE provision to meet the needs of our children.

We do not seek to teach Relationships Education and Health Education as separate subjects, but integrated through the topics we cover in our broader PSHCE programme.

1.5 Aims of PSHCE

Our aims for PSHCE are:

- *To enhance skills for communication, empathy and healthy relationships which underpin both success in learning and positive relationships*
- *To support the development of resilience, self-esteem, self-efficacy and aspiration*
- *To offer accurate and relevant knowledge to support decisions about personal wellbeing and health*
- *To explore the relevance of knowledge for personal situations and decision making*
- *To offer opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities*
- *To offer the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives*

2. Intent

2.1 School Aims and Values

This PSHCE policy is set within the wider context of the school's aims and values, which include the following:

- *We promote a healthy, safe and caring environment for all pupils and staff.*
- *We provide a broad and balanced curriculum for all our pupils, which recognises and values their diverse backgrounds and needs.*
- *We promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others at home, school, work and in the community.*
- *We prepare our pupils to engage with the challenges of adult life confidently.*
- *We provide sufficient information and support to enable our pupils to make safer choices.*
- *We provide pupils, through an enriched curriculum, with opportunities to develop the necessary skills to manage their lives effectively.*
- *We help our pupils to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.*
- *We create a wider awareness of religious, cultural and moral values and respect for different ethnic groups, religious beliefs and ways of life within a Christian framework.*
- *We promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated.*
- *We work in partnership with parents and carers, and with the wider community, to support children in all aspects of their wellbeing.*

2.2 Aims of our PSHCE Policy

The aim of our PSHCE Policy is to ensure quality and consistency in our approach to all aspects of PSHCE in our school. This includes our whole school approach to promoting health and wellbeing, as well as the curriculum.

The policy aims to:

- *explain the central role PSHCE plays in the life of the school and in children's learning, within the context of national and local guidance*
- *provide guidance to members of staff in all roles about their responsibilities in relation to PSHCE*
- *ensure that the entire school community understands the role of PSHCE in the ethos of the school*
- *ensure a consistent approach to planning and delivering PSHCE*
- *ensure that children receive an entitlement curriculum with progression and a high quality experience of teaching and learning*
- *ensure that staff have the knowledge, understanding and skills to deliver the PSHCE curriculum*
- *promote partnership work with parents/carers to support children's learning and development in PSHCE, health and wellbeing*
- *support children's involvement in reviewing and developing work related to PSHCE and Healthy Schools*
- *enable the assessment of children's learning in line with local and national guidance*
- *ensure continuing development as a healthy school*
- *provide guidance about the criteria for selecting and using high quality resources*
- *provide guidance to help ensure the quality of methodology and approaches to teaching and learning in PSHCE*
- *support the PSHCE coordinator in monitoring, reviewing and developing practice.*

2.3 Related Policies

This policy is linked to and is delivered in the context of the following policies: *Behaviour, Safeguarding, Anti-bullying, SEN/Inclusion, Equality and Diversity, Health and Safety, Safer Working Practice, Use of Visits/Visitors, Teaching and Learning, Assessment and Feedback, Bereavement, ICT/Computing (including E-safety & Acceptable Use policy), Science.*

2.4 Our PSHCE Curriculum

Our PSHE and Citizenship programme (which is covered through the taught curriculum and our wider provision) includes teaching and learning within the following strands and themes:

Myself and My Relationships: including My Emotions, Beginning and Belonging, Anti-bullying, Family and Friends and Managing Change.

Healthy and Safer Lifestyles: including Personal Safety, Digital Lifestyles, Drug Education, Relationships and Sex Education, Healthy Lifestyles and Managing Safety and Risk (including Road Safety).

Citizenship: including Diversity and Communities, Rights, Rules and Responsibilities and Working Together.

Economic Wellbeing: including Financial Capability.

The key stands are revisited and built upon in each year group from EYFS to year 6. To see the coverage of topics taught in each year see Appendix 6.1.

2.5 Menstruation

"The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products."

"Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience."

This government guidance has fully informed our teaching approach. Menstruation education is offered as an opt out option for year 4 (girls only), and statutory for year 5/6. Relevant parents/carers will be provided with a letter home simple opt in opt out return slip and information about lesson coverage.

2.6 When Lightning Strikes

At Asfordby Hill we understand that it is essential that we support children's mental and physical health. "When Lightning Strikes" is a child friendly approach developed by us, to promote wellbeing throughout school and home life. We encourage children to, "look for the rainbow." Lightning can represent a worry, positive feeling, negative feeling, issue or event. The 7 colours of the rainbow represent 7 skills we could apply when lightning strikes.

The theory is grounded by the idea that developing 7 key character skills (one for each colour of the rainbow) we can support and help build resilience, self-regulation and a healthy mental wellbeing. We call them skills because like any skill we can use a growth mindset to improve them. Teachers and staff provide opportunities for children to practise these skills in and out of school.

Our rainbow skills:

Understanding Others – Perseverance – Optimism – Enthusiasm – Gratitude - Curiosity - Self Control

Opportunities for these skills to be practised and developed are integrated in to every part of school life. Teachers plan opportunities for skill practice based on the needs of their class. Skills practice may be delivered discretely, within another lesson, during playtimes, interventions and when needed to solve unexpected “lightning”. Classrooms all have an interactive lighting display which encourage classes to reflect of the skills they have developed and those they would like to practise more.

Every year all children are encouraged to take part in the Lightning Awards. This is a whole school challenge where children practice the 7 skills at home. Each of the 7 skills has a mind, body and community challenge. The practising of these skills is celebrated with certificates and special assemblies. Parents/carers are encouraged to engage with these skills. Elements of the PSHCE curriculum are enhanced through specific challenges in the awards.

2.7 Inclusion, Equality and Diversity

We promote the needs and interests of all pupils, inclusive of gender, culture, ability and aptitude. Our approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of the children to ensure that all can access the PSHCE curriculum.

In relation to those with special educational needs, we will review our PSHCE programme to ensure that appropriate provision is made. When working with children with additional needs we consider:

- their level of vulnerability
- their need to develop assertiveness and their sense of self
- the need to involve all staff and carers in policy development, planning and training
- the need for a range of approaches to teaching and learning to ensure they are genuinely inclusive
- sources of support for pupils.

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our children and, in acknowledging and exploring different views and beliefs, seek to promote respect and understanding.

We are particularly aware of our duties under the Equalities Act and will ensure that all children with protected characteristics, or whose family members may have protected characteristics, see themselves reflected in our PSHCE provision. We will achieve this by careful selection of teaching resources, case studies and children’s fiction.

The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We recognise that PSHCE is a prime location for proactive teaching of skills relating to empathy, acceptance and respect for diversity.

We promote social learning and expect our pupils to show a high regard for the needs of others. PSHCE is an important vehicle for addressing both cultural and gender issues and for promoting equal opportunities and access for all.

2.8 Confidentiality and Safeguarding

The delivery of high quality PSHCE supports us in delivering our statutory duties relating to Safeguarding. We recognise that many areas of PSHCE will prompt children to reflect on their own families, relationships and personal experiences. We know that, for some children, this will highlight disparities which may cause them to seek help from trusted adults in school.

Staff will build safe learning environments through the creation of Ground Rules specific to PSHCE. Staff will use distancing techniques such as puppets, case studies and children’s fiction to make direct talk about home circumstances less likely in a whole class teaching situation.

Adults will ensure that children understand what adults (and their peers) may and may not keep confidential.

If visitors are working in a classroom or other teaching situation, they will follow the school’s policies/guidance on confidentiality and on safeguarding, and other relevant school policies.

The correct use of names for body parts will be used by staff including the correct names for genitalia when appropriate. This relates strongly to the taught science syllabus in year 1. Where children need to be able to name body parts. At the same time children are taught the parts of their body that are appropriate to keep private. This is to keep children safe. Children should be

able to communicate if they are hurting. There should be as little ambiguity and misinterpretation as possible when it comes to medical and safeguarding concerns.

All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

3. Involving the Whole School Community

3.1 Working with Staff

Within the context of the School Development Plan/ Professional Development Plan, support and training will be made available to all staff as appropriate. This includes allocating time at staff meetings to introduce new areas of work and to review the effectiveness of the approaches used. Whole staff training is used where there are development needs for the whole staff. Individual staff members are offered training opportunities to enable them to fulfil their roles.

We recognise that PSHCE and wellbeing are relevant to members of staff in all roles, and we ensure training and support is accessible for all staff. Some training opportunities may be organised for all staff.

Staff members are informed about the location and content of policies that apply throughout the school.

The coordinator is entitled to receive training in their role. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to promoting health and wellbeing. They also take responsibility for supporting other members of staff in their work relating to PSHCE, which may include ensuring appropriate training opportunities.

3.2 Engaging with Pupils

If PSHCE is to be effective, we understand that it must meet the needs of pupils. Also, we recognise that if pupils are fully engaged in areas of work, they will build ownership and self-efficacy in these areas, leading to more positive outcomes.

- We will involve pupils in the evaluation and development of their PSHCE in ways appropriate to their age.
- We will seek opportunities to discuss children's views about the content of their PSHCE lessons within our planned themes.
- We will utilise school council/class council/whole school assemblies to engage with children on key areas of whole school development.

3.3 Working with Governors

We have a named link governor for PSHCE who works closely with and in support of the coordinator.

Named governor: Gina Mees

When aspects of PSHCE appear in whole school development planning/the School Improvement Plan, a governor will be assigned to reflect on, monitor and review the work as appropriate.

The governing body as a whole plays an active role in monitoring, reviewing and developing the policy and its implementation in school.

3.4 Communicating with Parents/Carers

We recognise the key role that parents/carers fulfil in supporting their children through their personal development and the emotional and physical aspects of growing up. Therefore we seek to work in partnership with parents and carers when planning and delivering PSHCE. We encourage this partnership by:

- informing parents/carers by letter/ by email/on the website of forthcoming PSHCE topics and their content
- informing parents/carers about aspects of the PSHCE curriculum through leaflets/newsletter.
- providing supportive information about parent/carers' roles in PSHCE and how they can develop protective factors with their children.

- Inviting parents/carers in for event days, where children get a chance to share their PSHCE learning. E.g. safer internet workshop.
- including out of school learning/family learning opportunities within our curriculum for PSHCE, and encouraging children to share at home their learning about all aspects of PSHCE
- inviting parents/carers to discuss their views and concerns about PSHCE on an informal basis.

Parents and carers will be given access to this policy on request. It is also available on the school website/in the Parents' Policy folder in the school office.

3.5 Working with External Agencies and the Wider Community

Where appropriate we use visits and visitors from outside agencies or members of the community to support the PSHCE programme. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils. When visitors are used to support the PSHCE programme, the school's policy on Use of Visitors is followed.

External trips and residential visits make a significant contribution to children's personal development. When planning such visits, we use opportunities to promote children's learning in relevant areas of the PSHCE curriculum (for example, relationship skills, group work skills, communication skills, healthy lifestyles, managing risk, safety).

Our partnership with the local community is a significant part of school life, and we recognise and value its contribution to the PSHCE programme. Many of our links with the community enable us to practise active Citizenship.

We include a range of opportunities for community involvement and activities, such as:

- links with the church who often lead assemblies
- charity fundraising (e.g. links with the local food bank, supporting events such as Comic Relief and Children in Need)
- Regular visits from The Melton Building Society.
- Sensory garden. Providing school grown fruits and vegetables for the community
- links with local services

4. Curriculum Implementation

The DfE guidance for Relationships Education and Health Education require that the curriculum is organised in such a way that:

- 'Effective teaching ...will ensure the core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way within a planned programme of lessons.'
- 'Opportunities to practise applying and embedding new knowledge so that it can be used confidently and skilfully in real life situations.'

We recognise the increased importance of PSHCE within our timetable, now that Relationships Education and Health Education have become statutory. We will ensure that it has equal status with other foundation subjects in the curriculum.

Children receive their entitlement for learning in PSHCE through a progressive, spiral curriculum. Our PSHCE programme is delivered through a variety of opportunities for children of all ages, including:

- designated timetabled lessons in PSHCE
- subjects across the curriculum, e.g. science, literacy, RE, Design Technology
- enrichment weeks/days, e.g. Anti-bullying week, Safer Internet Day,
- visitors, e.g. The Life Van
- residential and day visits, e.g. visit to the Warning Zone,
- assemblies on our school's values
- small group interventions, e.g. social skills groups, ELSA

We recognise that PSHCE is best taught by adults who know our children well.

4.1 Teaching Methodologies

In order to address the 'active learning triangle' of knowledge, skills and attitudes, a wide range of methodology is used in teaching the PSHCE curriculum. The focus is on interactive learning, and approaches include: *Circle Time, whole class discussion, social skills games and activities, working in pairs/groups, thought showering, drama and role play, use of puppets, social stories, use of story and picture books and use of technology.* Many of these approaches also act as distancing techniques, enabling children to discuss issues without discussing personal experience.

Many of the methodologies we use in PSHCE will also be employed in other areas of the curriculum to further develop communication, group work and debating skills.

Ground Rules

PSHCE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Teachers and children together develop ground rules, which ensure that every child feels safe and is able to learn in a supportive and caring environment.

Answering Questions

We acknowledge that sensitive issues will arise in PSHCE, as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way that reflects the stated school aims and curriculum content for PSHCE. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHCE leader. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We may use a 'Question box', where questions may be asked anonymously.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse or risk of harm, teachers will pass this information to the Designated Safeguarding Lead (DSL), in line with school policy and procedures.

Further information about how we will answer questions about aspects of PSHCE such as RSE and Drug Education can be found in the specific policies for those areas.

4.2 Curriculum Materials and Resources

We use primarily the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering PSHCE.

We will avoid a 'resource-led' approach to delivering PSHCE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will evaluate teacher resources before using them.

When PSHCE-related resources are being used within other subject areas the same criteria are applied. This also applies to online resources, such as the use of websites and presentations.

We will use children's books, both fiction and non-fiction, extensively within our PSHCE programme. The same selection criteria apply, and teachers will always read and assess the books before using them to ensure they are appropriate for the planned work. They will also consider the needs and circumstances of individual children in the class when reading texts.

4.3 EYFS

Both the Early Years Foundation Stage (2014) and the Common Inspection Framework for Early Years Settings (2015) recognise the integral relationship between health and learning and that children and young people learn and thrive when they are healthy, safe and engaged. The principle that '*children learn best when they are healthy, safe and secure*' is reinforced by the emphasis within the EYFS on the three prime areas of learning and development: Personal, Social and Emotional Development, Physical Development and Communication and Language.

Our PSHCE curriculum provides resources, activities and guidance to enable those working in the EYFS to enhance their existing curriculum of the three prime EYFS strands. Learning in EYFS is often child initiated and based around individual needs as they work towards the Early Learning Goals. This section will soon be updated. This is with the aim of providing PSHCE resources linked to the new Early Learning Goals, rather than the statutory requirements. Once the new EYFS programme is finalised, it will be added to the policy.

4.4 Assessment, Recording, Reporting

Pre-assessments and a knowledge of the children in each class are central to the planning and implementation of our PSHCE curriculum. Each year group covers 8 PSHCE topics within the year. No class has the same needs. Teachers use pre-assessments and their own judgements to organise the amount of time spent on each of the 8 topics. Areas of greater need for the class should have a higher level of coverage and focus.

We assess children's learning in PSHCE in line with approaches used in the rest of the curriculum. Children's learning is planned using learning objectives which are explained to the children, and we may negotiate success criteria with them at the start of

each topic. Teachers draw on their observation of children's learning and children's self-assessment to arrive at their overall assessments.

We use the assessment tools provided in the Cambridgeshire Primary Personal Development Programme to track class progress within each strand. Teacher assessment is used to provide an overview of learning within a unit of work, and to assess whether the child is working at the expected level, working towards or working at greater depth. Each unit of work includes a sheet for monitoring coverage of the content, which is used to track children's learning and coverage. These sheets may be requested from staff by the PSHCE leader, on occasion, to gain an overview of coverage.

We will use the tools for children's self-assessment where appropriate. Children are supported to participate in this process appropriately for their age and ability.

Summaries of assessment information are used to assess children's learning against the DfE statements, in line with national guidance for Relationships Education and Health Education.

We report to parents/carers at the end of the school year on children's learning and progress within PSHCE.

5. Impact

5.1 The Process for Development and Review

This policy has been drawn up in consultation with all staff, parents/carers, children, governors, members of the wider school community and other agencies.

We are committed to the ongoing development of PSHCE in our school. We will use the following indicators to monitor and evaluate our progress:

- A co-ordinated and consistent approach to curriculum delivery has been adopted.
- A flexible approach to delivering PSHCE that responds to children's needs (identified through consultation, research or observation) is in place.
- Children are receiving an entitlement curriculum for PSHCE in line with statutory requirements and the Cambridgeshire Personal Development Programme.
- Opportunities for cross-curricular approaches are being used where appropriate.
- The impact of training for staff and governors is evaluated.
- Policy and practice is reviewed regularly and involves staff, governors and, where appropriate, children.
- Opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our PSHCE, for example, through parent/carer information sessions.
- Our website reflects our provision in PSHCE.

The PSHCE lead, Head Teacher and PSHCE governor are responsible for monitoring the impact and implementation of the subject.

The PSHCE leader and Head Teacher are responsible for overseeing and reviewing this policy.

The Policy will be reviewed every year, or sooner if there are significant changes or circumstances necessitate a review.

The next review will take place by 1/7/21

5.2 Location and Dissemination

This policy document is freely available on request to the entire school community.

A copy of the policy can be found on the school website/in the staff share drive.

Part 2: Relationships and Sex Education

1.Context

Part 2 of this policy must be read in conjunction with part 1.

1.1 Relationships Education in our school

We believe Relationships Education is learning about emotional, social and physical aspects of our lives, about ourselves and our relationships. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips pupils with information and skills they need to understand about themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help pupils to develop skills to keep themselves and others safer, physically and emotionally, both on and off line. Relationships Education enables pupils to explore their own attitudes and those of others respectfully.

Relationships Education makes a major contribution to fulfilling our school's vision:

Asfordby Hill School – Achieving High Standards in all that we do.

Individual value, valuing individuals runs through everything we do at Asfordby Hill School. We promote high achievement and learning for life by working closely with each and every child, their family and their community.

At Asfordby Hill School we aim to:

- Enhance the community ethos where respect for all and acceptance of diversity is integral.
- Provide an inspiring, creative and balanced curriculum for all, within a safe and stimulating environment.
- Ensure that every child is happy, confident and resilient in themselves and their learning.
- Develop creative and curious thinkers through innovative learning opportunities.
- Actively work together to remove both barriers to success and a fear of failure.
- Achieve high standards and celebrate personal success.

1.2 Context of Wider PSHCE

We deliver Relationships Education as part of our wider provision of Personal, Social, Health and Citizenship Education (PSHCE), which also includes statutory Health Education.

The aims of Relationships Education are further supported by interventions, extracurricular and enrichment activities we provide. For example, developing as a Healthy School, social skills interventions.

1.3 Aims of Relationships Education

Through the delivery of Relationships Education we intend to further our school's aims of providing a curriculum which is relevant to the needs of pupils, both now and in the future. It will enable pupils to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

All adults in school will work towards achieving these aims for Relationships Education. We seek to enable our children to:

- *develop interpersonal and communication skills*
- *develop positive, personal values and a moral framework that will guide their decisions and behaviour*
- *respect themselves and others, their views, backgrounds, cultures and experiences*
- *develop respectful, caring relationships based on mutuality, reciprocity and trust*
- *develop their ability to keep themselves and others safe, physically and emotionally, both on and off line*
- *develop their understanding of a variety of families and how families are central to the wellbeing of children*
- *recognise and avoid coercive and exploitative relationships*
- *explore relationships in ways appropriate to their age and stage of development*
- *value, care for and respect their bodies*
- *build confidence in accessing additional advice and support for themselves and others.*

2. Implementing Our Policy

2.1 Inclusion

In relation to those with special educational needs or disability, we ensure our Relationships Education programme provides for those with additional needs. We recognise that those with SEND are often more vulnerable to sexual harassment and abuse and that we need to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer.

We consider:

- their level of vulnerability to coercion and pressure
- their previous experience of negative behaviours in peer or child-adult relationships
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and parents/carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

2.2 Equality

The [Equality Act 2010](#) has special resonance in Relationships Education. Through this area of learning we seek to develop key interpersonal skills such as respect and empathy which enable pupils to understand the rights and responsibilities we all have towards one another.

The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We will ensure that our provision of Relationships Education is not only equally accessible and inclusive for all pupils with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

In order to ensure that Relationships Education meets the needs of all:

- We will reflect a range of lifestyles and family structures so that all children see themselves and their families reflected back in the lessons.
- We will ensure that the law in relation to, for example, marriage, online behaviours, sexuality, gender and violence are explained in age appropriate ways.

- Where there are different cultural or religious views about families, relationships or behaviours, we will share these to ensure children see their family views represented.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will, as appropriate, ensure that a variety of views and beliefs are reflected back to pupils.
- In order to ensure that children of all genders can access information they need, we will teach in mixed gender groups wherever possible.
- We will encourage respect and discourage abusive and exploitative relationships.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

We support children in developing their knowledge about and attitudes towards diversity throughout units of work including:

- Diversity and Communities
- Family and Friends
- Beginning and Belonging

2.3 Safeguarding

We understand the importance of high quality Relationships Education as we fulfil our statutory safeguarding duties. Relationship Education enables pupils to understand about mutual, consensual and reciprocated relationships in all their forms. Whether the children are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching about 'Family and Friends' and 'Anti-bullying' enables us to fulfil our statutory duty to prevent 'peer-on-peer' abuse.

In the case of RSE and Personal Safety, we recognise that effective teaching may alert children to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. RSE and Personal Safety enable us to fulfil our duty to prevent Female Genital Mutilation (FGM). *All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.*

2.4 Development of the Policy

This policy has been developed in consultation with pupils, staff, governors and parents/carers. The consultation period followed the provision of information about the duties and statutory elements which have to be included in Relationships Education. It has also included gathering views on needs and priorities for the school community.

All views expressed by pupils, staff, governors and parents/carers about the policy have been considered. Consultation did not give a veto to individual members of the school community. The final decision on policy and delivery has been made by the school, having listened to the needs and views of the school community.

2.5 Consulting on our Policy

Before consultation activities, parents/carers, pupils and other stakeholders have been given information about Relationships Education and associated duties in ways which are accessible to them. They have been asked for their views about appropriate ages for particular topics, to share relevant views and beliefs and to consider the suitability of the school's aims for Relationships Education. Parents/carers have been consulted directly through a questionnaire.

Further consultation with *parents/carers, governors, staff and pupils* will be carried out when the policy is reviewed, which happens at least every year.

3. Involving the Whole School Community

3.1 Working with Staff

Teaching Relationships Education can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop their own knowledge, skills and attitudes. We recognise that every adult has different personal beliefs and attitudes, but that all teachers must understand and comply with their duties connected with safeguarding, equality and inclusion.

Teachers have a duty to deliver statutory areas of the curriculum and all teachers will be supported to develop their skills in delivering non statutory areas such as sex education. We will discuss relevant issues and staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects of Relationships Education. We will also encourage the sharing of good practice. We may also use team teaching to develop confidence.

Those with special responsibility for the development of Relationships Education will be offered opportunities to consult with advisors and attend external training courses.

3.2 Engaging with Pupils

We will involve pupils in the evaluation and development of their Relationships Education in ways appropriate to their age. We will seek opportunities to discuss children's views about the content of their PSHCE lessons.

- *We will refer to local/countywide/national data*
- *We will engage the pupils in assessment activities to establish their development needs, for example 'Draw and Write' activities.*
- *We will encourage pupils to ask questions as they arise by providing anonymous question opportunities.*
- *We will ask pupils to reflect on their learning and set goals for future learning.*
- *We will consult pupils (e.g. through School Council) about their perception of the strengths of our Relationships Education provision and the areas to be further developed.*

3.3 Working with Governors

This policy has been developed with governor involvement, so that the governors are able to fulfil their statutory duties.

It is the responsibility of the governors to ensure, through consultation, that the Relationships Education Policy reflects the needs and views of our community.

In order to facilitate this process, the Relationships Education Policy will appear annually on the agenda of one governors' meeting. *The policy will be available on the school's website.*

It is the role of governors to ensure that:

- pupils make progress in Relationships Education in line with the expected educational outcomes
- the subject is well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in a way which is accessible to all
- clear information is given to parents/carers
- the subject is resourced and taught in a way which enables the school to fulfil statutory requirements.

3.4 Communicating with Parents/carers

Parents/carers are the first educators of their children about relationships, emotions, empathy, respect and growing up. We recognise that many children like to receive information about relationships from their parents/carers in addition to their learning in school. Therefore we seek to work in partnership with parents/carers when planning and delivering Relationships Education. We will encourage this partnership by:

- *Sharing details of our curriculum on our website*
- *Informing parents/carers by newsletter or leaflet of forthcoming Relationships Education topics e.g. Personal Safety, Anti-bullying and RSE*
- *Inviting parents to learn more about the approach used in Relationships Education and RSE*
- *Providing supportive information about parents' role in Relationships Education*
- *Inviting parents to discuss their views and concerns about Relationships Education on an informal basis through drop ins*
- *Signposting parents/carers to sources of support to help them address the needs of their child or build their own confidence in talking about relationships with their children.*

3.5 Working with External Agencies and the Wider Community

We believe that all aspects of Relationships Education are most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school, who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in direct liaison with the PSHCE Co-ordinator/Class teacher, taking account of the age and needs of the group and the context of the work within the Relationships Education programme.
- Visitors will be reminded that, whilst contributing to Relationships Education in a classroom setting, they must adhere to the same confidentiality code as staff members. Class teaching must be seen as separate from health or other targeted interventions to support wellbeing.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHCE Co-ordinator/Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

4. Curriculum Implementation

Our Relationships Education Curriculum (see appendix A) is wholly consistent with the DfE statutory requirements for Relationships Education and Health Education (2020), National Curriculum (2014), other DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. We consider Relationships Education to be a continuous process of learning, which begins before the children enter our school and continues into adulthood. We have planned a curriculum appropriate to each age group with a spiral of progression. All adults working with children have a part to play in supporting the delivery of Relationships Education.

Relationships Education is learning about:

- Families and People who care for me
- Caring Friendships
- Respectful relationships
- Online Relationships
- Being Safe

Our PSHCE topic structure does not separate delivery of Relationships Education from Health Education and wider PSHCE. We deliver topics which, taking the lead from children's lived experiences, consider related themes including development of knowledge, skills and attitudes in an integrated way. The topics where Relationships Education is a significant driver are:

- Anti-bullying
- Digital Lifestyles
- Diversity and Communities
- Family and Friends
- Managing Change

- My Emotions
- Personal Safety
- Relationships and Sex Education

Relationships Education will be taught in:

- PSHCE through *designated lessons, circle time, focused events,*
- Other curriculum areas, especially *Science, English, RE, PE and computing*
- Enrichment activities, especially *our assembly programme, visits from the Life Education Van, Warning Zone visits, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a healthy school.*

4.1 Teaching Methodologies

Our aim is that teachers use a range of teaching methodologies where skills such as communication, compromise and negotiation are practised in classroom situations and where attitudes such as respect and empathy are modelled and discussed. We encourage teachers to ensure that group work, debate, taking other people's view points and working together are practised in all PSHCE lessons and across the wider curriculum. Our Relationships Education lessons are not simple opportunities to give information, but to explore views and perspectives and develop possible solutions through discussion and interaction.

In keeping with this approach we base our curriculum on a series of questions children will have the opportunity to engage with, rather than banks of knowledge they will acquire.

Ground Rules: Relationships Education is taught in a safe, non-judgemental environment where all adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any Relationships Education work, in addition to those already used in the classroom. They will cover the following areas:

- appropriate use of language
- the asking and answering of personal questions
- strategies for checking or accessing information.

Distancing Techniques: In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use *fiction, puppets, case studies, role-play, videos, theatre in education* to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

4.2 Relationships and Sex Education (RSE)

Our topic, RSE, combines elements of Relationships Education (e.g. learning about families, personal safety and emotional wellbeing) with aspects of Health Education (e.g. learning about the spread of illnesses and the changing adolescent body). This combination offers the best location for our provision of non-statutory sex education. Although 'RSE' as a subject is not statutory at primary level, many aspects of our RSE topic are statutory parts of Relationships Education and Health Education. Some elements of our RSE topic are part of the statutory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses).

We will ensure that children receive teaching about puberty at *Y5 and Y6* in order to prepare them for the physical, emotional and social changes they are approaching or undergoing. *We will review the age at which puberty is introduced depending on the needs of each cohort.*

We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, *we may use single-sex groups or small group teaching where this will help us to meet the needs of particular children more effectively, we will use team teaching where this enables us to best use teacher expertise.* We will ensure there are positive educational reasons for each method of delivery.

4.3 Curriculum Materials and Resources

We will primarily use the *Cambridgeshire Primary Personal Development Programme* and the resources recommended within it when planning and delivering Relationships Education. We will avoid a 'resource-led' approach, instead focussing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will evaluate teaching resources thoroughly before using them. We will select resources which:

- are consistent with our curriculum for Relationships Education
- relate to the aims and objectives of this policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product, religious view point
- avoid racial, gender, sexual, cultural and religious stereotyping and heteronormativity
- encourage active and participative learning
- conform to the statutory requirements for Relationships Education.

4.4 Safe and Effective Practice

In our school we have a clear Safeguarding Policy, which is shared with staff, pupils and parents/carers. This policy is communicated to parents/carers in the School brochure/website. The policy states that:

- Staff are unable to offer absolute confidentiality.
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Children will be told if information is to be shared (taking special care with very young children or those with significant special needs) and will be offered appropriate support.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality than school staff are able to give. However, in a classroom and other teaching situations, when they are contributing to our planned Relationships Education programme, they will follow the school's Confidentiality Policy. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with classes.

Answering Questions: We acknowledge that sensitive and complex issues will arise in Relationships Education, as pupils will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content. As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. *We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil/s who have asked the question. Teacher may decide to inform families about questions which go beyond the planned curriculum, in order to further home/school partnerships.* If a member of staff is uncertain about the answer to a question which goes beyond the curriculum, or indeed whether they wish to answer it, they will seek guidance from the *PSHCE leader/Designated Safeguarding Lead*. *In some cases the question will reach beyond the planned curriculum for Y6 and the question will not be answered in school. The child will be asked if they would like support to ask their questions at home or to another trusted adult.*

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or exploitation, teachers will pass this information to the DSL in line with the school Safeguarding policy.

4.5 Assessment, Recording, Reporting

Relationships Education will be assessed in a variety of ways, including the use of self-assessment and teacher assessment. Guidance provided in the Cambridgeshire Primary PDP will be used.

From time to time the PSHCE leader will ask staff to reflect on the effectiveness of learning in particular units of work, using the RAG rating sheets in each unit.

We will also use a class record of whole class discussions and group work in PSHCE. In some cases, we will ask the children to record key learning activities.

5. Sex Education Policy

5.1 Definition of Sex Education

Following guidance from the DfE, we define Sex Education as learning about 'how a (human) baby is conceived and born'.

This extends the learning about sexual reproduction in 'some plants and animals' required through the Science national curriculum. It also complements the statutory requirement to teach about puberty as part of Science and Health Education, as understanding sexual reproduction in humans enables children to understand the processes of puberty.

5.2 Consultation about Sex Education

We have taken into account the DfE's recommendation that all primary schools have a Sex Education programme and we understand that this is not statutory. We understand that our teaching in sex education must be tailored to the needs and physical and emotional maturity of the pupils.

Parents/carers, governors and pupils have been consulted about this and our school has decided that we will offer content in Sex Education in the context of Relationships Education and RSE.

5.3 Content of Sex Education

The content of our Sex Education programme will be gradually developed in an age appropriate way. The children will not learn about human sexual reproduction until Y5/6.

Y1/2 will learn that human babies grow inside their mothers alongside learning in Science that adult animals produce offspring like themselves. (Cats have kittens. Cows have calves etc.)

Y3/4 will learn that every human began when a seed from a male and an egg from a female join together. They will not yet learn about the means by which egg and sperm join.

Y5/6 will learn about human sexual reproduction and other ways that eggs and sperm are joined (eg IVF) in age appropriate detail. They will learn about vaginal birth and caesarean section in age appropriate ways, reflecting the experiences of children and families they know.

5.4 Teaching Methodologies

In Sex Education there is a certain amount of knowledge which has to be imparted. Teachers will give the facts in an accessible way using a range of approaches, such as picture books and scientific descriptions. *We will avoid resource-led approaches which rely on worksheets or lengthy audio visual resources.* Pupils will be asked to consolidate their learning in ways which enable them to develop skills to discuss sexual body parts and functions confidently.

5.5 Delivery of the Sex Education Curriculum

Sex Education will be delivered as part of our topic called Relationships and Sex Education (RSE) by a teacher, who knows the needs and natures of the children. The teacher is best placed to tailor the learning to the needs of the pupils.

Parents/carers will be informed by letter/email/via the school website about the content of the curriculum in advance of teaching and will be invited to talk to staff if they have questions.

Teachers will be offered support to develop their skills and to learn from others where needed.

5.6 Right to be excused from Sex Education

Parents/carers have the right to request that their child be excused from some or all of Sex Education delivered as part of statutory Relationships Education. Before granting any such request the *Head Teacher* will discuss the request with parents/carers (and if appropriate with the child) to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The educational, social and emotional benefits for the child of being part of the lessons will also be discussed. We will record the discussion and the outcomes.

We will consider compromise arrangements which will enable the child to receive Sex Education at school (*e.g. same sex teacher, same sex teaching group*).

We will offer support to parents/carers who wish to deliver Sex Education at home.

If a pupil is excused from Sex Education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

The parents/carers will be asked to reconfirm their decision to withdraw their children from Sex Education each time a Sex Education element is planned for their child.

6. Monitoring, Review and Evaluation

Monitoring, review and evaluation of the Policy is the responsibility of the PSHCE leader/head teacher. The governing body will ask for information relating to the effectiveness of the policy when it is monitored every year. Information will be gathered from the *Head Teacher, the PSHCE Leader parents/carers and pupils* to inform judgements about effectiveness.

The policy will be comprehensively reviewed with engagement from members of the school community every three years, or sooner if an issue or incident occurs which warrants it.

Information gathered to inform the comprehensive review may include information about pupil progress and attainment, feedback from the teachers about the curriculum provision and staff confidence, views of parents/carers, parent/carer comments and concerns, level of parent/carer withdrawal from Sex Education.

Appendices

A. PSHCE strands taught in each year group.

Cambridgeshire Personal Development Programme • Foundation Framework	
Myself and My Relationships 1 Beginning and Belonging (NB, GFG) <ul style="list-style-type: none"> How am I special and what is special about other people in my class? What have I learnt to do and what would I like to learn next? How do we welcome new people to our class? What can I do to make the classroom a safe and happy place? How can I play and work well with others? How can I respect the needs of others? How does my behaviour make other people feel? 	<ul style="list-style-type: none"> Belonging in the class Likes and dislikes Similarities and differences Setting goals Recognising feelings Communication and cooperation Ground Rules Rights Rules and Responsibilities Right and wrong Fair and unfair
Myself and My Relationships 2 My Family and Friends - Including Anti-bullying (GOFO, SNTB) <ul style="list-style-type: none"> Who are my special people and why are they special to me? Who is my family and how do we care for each other? What is a friend? How can I be a good friend? How do I make new friends? How can I make up with friends when I have fallen out with them? How does what I do affect others? Do I know what to do if someone is unkind to me? 	<ul style="list-style-type: none"> Valuing difference and diversity Kind and unkind behaviour Bullying Conflict resolution Asking for help and telling Being assertive Safety Circle Supporting others
Myself and My Relationships 3 My Emotions (C, R, GTBM) <ul style="list-style-type: none"> Can I recognise and show my emotions? Can I recognise emotions in other people and say how they are feeling? Do I know what causes different emotions in myself and other people? How do I and others feel when things change? Do I know simple ways to make myself feel better? How can I help to make other people feel better? 	<ul style="list-style-type: none"> Identifying and managing emotions Feelings, thought and behaviour Fair and unfair Loss and change Empathy
Citizenship 1 Identities and Diversity <ul style="list-style-type: none"> Who are the people in my class and how are we similar to and different from each other? Who are the different people who make up a family? What things are especially important to my family and me? What are some of the similarities and differences in the way people including families live their lives? How can we value different types of people including what they believe in and how they live their lives? How do we celebrate what we believe in and how is this different for different people? 	<ul style="list-style-type: none"> Similarities, difference and diversity Respecting and valuing others The way we live Neighbourhood Our beliefs Routines, customs and traditions Culture, race and religion
Citizenship 2 Me and My World <ul style="list-style-type: none"> Who are the people who help to look after me and my school? How can I help to look after my school? How can I help to care for my things at home? Where do I live and what are the different places and features in my neighbourhood? Who are the people who live and work in my neighbourhood including people who help me? How can we look after the local neighbourhood and keep it special for everybody? What do animals and plants need to live and how can I help to take care of them? What is money and why do we need it? How do we save money? 	<ul style="list-style-type: none"> People and places Family, school, neighbourhood Jobs, roles and responsibilities Helping and working together Caring for living things Local environments Money
Healthy and Safer Lifestyles 1 My Body and Growing Up <ul style="list-style-type: none"> What does my body look like? How has my body changed as it has grown? What can my body do? What differences and similarities are there between our bodies? How can I look after my body and keep it clean? How am I learning to take care of myself and what do I still need help with? Who are the members of my family and trusted people who look after me? How do I feel about growing up? 	<ul style="list-style-type: none"> Valuing the body Body parts My teeth Shapes and sizes Self care skills Change and responsibilities
Healthy and Safer Lifestyles 2 Keeping Safe (Including Drug Education) <ul style="list-style-type: none"> What do I think I have to keep safe from? How do I know if something is safe or unsafe? Do I understand simple safety rules for when I am at home, at school and when I am out and about? Can I say 'No!' if I feel unsure about something and it does not feel safe or good? Can I ask for help and tell people who care for me if I am worried or upset? Who are the people who help to keep me safe? What goes on to and into my body and who puts it there? Why do people use medicines? What are the safety rules relating to medicines and who helps me with these? 	<ul style="list-style-type: none"> Assessing risk Personal safety skills Safety Circle Good and bad secrets Good and bad touches Real and pretend Lost and found Road Safety Safe use of medicines Medicines, pills, injections
Healthy and Safer Lifestyles 3 Healthy Lifestyles <ul style="list-style-type: none"> What things can I do when I feel good and healthy? What can't I do when I am feeling ill or not so healthy? What can I do to help keep my body healthy? Do I understand why food and drink are good for us? Do I understand what exercise is and why it is good for us? Do I understand why rest and sleep are good for us? 	<ul style="list-style-type: none"> Healthy Choices My teeth Food and drink Exercise Rest and sleep Leisure time

SEAL Links: NB=New Beginnings; GOFO=Getting on and falling out; SNTB=Say no to bullying; GFG=Going for goals; GTBM=Good to be me; R=Relationships; C=Changes

<p>Myself and My Relationships 4 Beginning and Belonging (NB)</p> <ul style="list-style-type: none"> • What can I do to help make the school and classroom a safer and fair place? • How can I get to know other children in my class? • How do I feel when I am doing something new? • How can I make someone feel welcome? • How can I help other people to feel better? • What do I know about how to solve problems? 	<ul style="list-style-type: none"> • Belonging in the class / school / community • Ground rules / class charters • Similarities and differences • Recognising feelings • Calming down • Problem solving • Asking for help • Safety circles • Mapping 	<p>Citizenship 5 Rights, Rules and Responsibilities (NB)</p> <ul style="list-style-type: none"> • How do rules make me feel happy and safe? • How do I take part in making rules? • Who looks after me and what are their responsibilities? • What jobs and responsibilities do I have in school and at home? • Can I listen to other people, share my views and take turns? • Can I take part in discussions and decisions in class? 	<ul style="list-style-type: none"> • Class and school rules and charters • Rules and laws in society • Understanding right and wrong • Explaining views • Decision making • School and class councils • Responsibilities to other people
<p>Myself and My Relationships 5 Me and My Emotions (GTBM)</p> <ul style="list-style-type: none"> • Can I name some different feelings? • Do I know what makes me feel happy, sad, cross etc? • How do my feelings and my actions affect others? • How do I manage some of my emotions? • What helps me to feel relaxed? • How can I control my behaviour? • Who do I share my feelings with? • How can I stand up for myself? 	<ul style="list-style-type: none"> • Self awareness • Identifying and naming emotions • Coping with feelings • Feelings, thoughts and behaviour • Likes and dislikes • Feeling proud • Impulsive behaviour • Calming down and relaxing • Worry and anxiety • Assertiveness 	<p>Myself and My Relationships 6 Family and Friends (GOFO)</p> <ul style="list-style-type: none"> • Can I describe what a friend is and does? • Do I make new friends? • How do I keep friends? • How can I make up with my friends when things go wrong? • Who is in my family, and how do we care for each other? • Who are my special people and what makes them special to me? • How am I similar to and different from other people? • Who do I get support from when I need it? 	<ul style="list-style-type: none"> • Friendship • Special people • Families • Changing friendship patterns • Valuing difference • Different points of view • People who help • Safety circles • Conflict resolution • Problem solving in relationships
<p>Citizenship 3 Working Together (GFG)</p> <ul style="list-style-type: none"> • What am I and other people good at? • What new skills would I like to develop? • How can I listen well to other people? • How can I work well in a group? • Why is it important to take turns? • How can I negotiate to sort out disagreements? • How are my skills useful in a group? • What is a useful evaluation? 	<ul style="list-style-type: none"> • Recognising strengths • Developing skills • Steps towards goals • Effective communication • Compromise and co-operation • Discussion and negotiation • Applying group work and communication skills • Evaluating 	<p>Myself and My Relationships 7 Anti-bullying (SNTB)</p> <ul style="list-style-type: none"> • Can I recognise behaviour that is bullying? • Do I understand some of the reasons why bullying happens? • How does bullying make people feel? • Do I know what to do if I am being bullied? • Do I know what to do if I witness someone being bullied? • How does my school help positive and safe relationships? • Where might bullying happen in my school? 	<ul style="list-style-type: none"> • Valuing difference and diversity • Physical, mental and emotional wellbeing • Strategies for dealing with bullying including assertiveness • Safety circle • Asking for help and telling • Supporting others • Creating an anti bullying ethos
<p>Citizenship 4 Diversity and Communities</p> <ul style="list-style-type: none"> • What are some of the similarities and differences between me and others • What do I understand about my culture and beliefs and those of other people? • Who are the people who help me, and what do they do? • What does 'my community' mean and what do people do there? • How do we care for animals and plants? • How can I help look after the school environment? 	<ul style="list-style-type: none"> • Similarities and differences • Valuing diversity • Different cultures and beliefs • Groups in and out of school • Respect • Community • Stereotypes • People who help us • School environment • Local environment • Needs of people / animals / pets / plants 	<p>Economic Wellbeing 1 Financial Capability</p> <ul style="list-style-type: none"> • Where does money come from and where does it go when we 'use' it? • How might I get money and what can I do with it? • How do we pay for things? • What does it mean to have more or less money than you need? • How do I feel about money? • How do my choices affect me, my family, others? • What is a charity? 	<ul style="list-style-type: none"> • Money in different / familiar contexts • Cash values • Money as a finite resource • Uses of money • Saving and spending • Effects of loss • How banks etc work • Emotions in relation to money • Charity
<p>Healthy and Safer Lifestyles 4 Managing Risk</p> <ul style="list-style-type: none"> • What are risky situations and how can I keep myself safer? • How do I feel in risky situations? • What is my name, address and phone number and when might I need to give them? • What is an emergency and who helps? • How can I help in an emergency? 	<ul style="list-style-type: none"> • Risky situations • Emotions associated with risk • Basic personal information • Asking for and giving help in an emergency • Safety eyes and ears 	<p>Healthy and Safer Lifestyles 8 Drug Education</p> <ul style="list-style-type: none"> • What happens when things enter the body? • What are medicines and why do some people use them? • What do I understand about the roles of doctors, nurses and hospitals? • What can I do if I feel poorly? • What are the potentially risky substances at home and at school? • How can I keep safe from harm if I come across risky substances? • What is it like to be persuaded? 	<ul style="list-style-type: none"> • Medicines • Attitudes to health professionals • Feeling ill, feeling better • Risky household substances • Safety rules • Being persuaded
<p>Healthy and Safer Lifestyles 5 Safety Contexts</p> <ul style="list-style-type: none"> • Where are the safer places I can play? • What are the risks for me in using the roads, and how can I stay safe? • What are the risks for me in the sun and how can I stay safe? • What are the risks for me near water and how can I stay safe? • What are the risks for me if I am lost and how can I stay safe? • What are the best ways to keep safe from accidents? 	<ul style="list-style-type: none"> • Road safety • Travel to and from school • Rules for keeping safer • Sun safety • Water safety • Keeping safe from accidents 	<p>Healthy and Safer Lifestyles 9 Personal Safety</p> <ul style="list-style-type: none"> • Can I describe my home and neighbourhood? • Who are the people who help keep me safer? • Who could I talk to if I felt unsafe or unsure? • Do I understand what good and bad secrets might be? • What can I do if someone tries to persuade me? • Can I recognise and describe 'yes' and 'no' feelings and "I am not sure" feelings? • How can I get the attention of an adult if I need to? 	<ul style="list-style-type: none"> • Being / feeling lost • Trusted people • Safety circles • Feeling safe • Uncomfortable feelings • Good and bad secrets • Promises, tricks and threats • Good and bad touches • Internet safety • E-Safety • Asking for help
<p>Healthy and Safer Lifestyles 6 Sex and Relationships Education</p> <ul style="list-style-type: none"> • What are the names of the main parts of the body? • What can my body do? • When am I in charge of my actions and my body? • Do I understand how amazing my body is? • How can I keep my body clean? • How can I stop common illnesses and diseases spreading? 	<ul style="list-style-type: none"> • External parts of the body • Valuing the body • Personal hygiene 	<p>Healthy and Safer Lifestyles 10 Sex and Relationships Education</p> <ul style="list-style-type: none"> • How do babies change and grow? • How have I changed since I was a baby? • What do babies and children need? • What are my responsibilities now I'm older? 	<ul style="list-style-type: none"> • Babies to children to adults • Growing up • Changing responsibilities
<p>Healthy and Safer Lifestyles 7 Healthy Lifestyles</p> <ul style="list-style-type: none"> • How can I stay healthy? • What does it feel like to be healthy? • What does healthy eating mean and why is it important? • Why is it important to be active? • What foods do I like and dislike and why? • What can help us eat healthily? • Why do we need food? • What healthy choices can I make? 	<ul style="list-style-type: none"> • Staying healthy • Physical activity • Healthy eating • Eatwell plate • Fruit and vegetables • Food preparation • Making real choices • Rest and sleep 	<p>Myself and My Relationships 8 Managing Change (R, C)</p> <ul style="list-style-type: none"> • How am I changing as I grow up? • How are my achievements, skills and responsibilities changing? • How can I change my behaviour when something goes wrong? • How do I cope when friendships change? • How do I feel and how do I cope when I lose something special to me? • What helps me to feel better when I am hurt? • When can I make choices about changes? 	<ul style="list-style-type: none"> • Changing friendship patterns • Changing skills and responsibilities • Habits • Transitions within school • Losing things • Emotions involved with change • Sharing people

SEAL Links: NB=New Beginnings; GOFO=Getting on and falling out; SNTB=Say no to bullying; GFG=Going for goals; GTBM=Good to be me; R=Relationships; C=Changes

Myself and My Relationships 9

Beginning and Belonging (NB)

- What does it feel like to be new or to start something new?
- What helps me to feel like I belong and am valued in school?
- How can I make other people feel welcome?
- What will help us to feel safer and to learn well in our class and school?
- What different rules do we sometimes need in different places?
- How can I manage my feelings and calm them down if necessary?
- Who can I talk to when I need help?

- Ground rules / class charters
- Responsibilities
- Belonging
- New situations
- Meeting new people
- Managing feelings
- Calming down
- Making choices
- Problem solving
- Asking for help
- Network of support

Citizenship 8

Rights, Rules and Responsibilities (NB)

- Why do we need rules at home and at school?
- What part can I play in making and changing rules?
- What do we mean by rights and responsibilities?
- What are my responsibilities at home and at school?
- How do we make democratic decisions in school?
- What is a representative and how do we elect them?

- Class and school rules and charters
- Rights and responsibilities
- Democracy at school
- School and class councils
- Decision making
- Debating and voting
- Responsibilities at school and at home

Myself and My Relationships 10

My Emotions (GTBM)

- What is special about me and other people?
- How can I communicate my emotions?
- How do I cope with difficult emotions?
- How can I deal with fears and worries?
- How do my actions and emotions affect the way I and others feel?
- How do I care for other people's feelings?
- Who can I talk to about the way I feel?
- How can I disagree without being disagreeable?

- Understanding feelings
- Coping with feelings
- Communicating emotions
- Impact of emotions
- Sharing feelings with others
- Impulsive behaviour
- Stopping and thinking before acting
- Relaxation
- Assertiveness
- Help and support

Myself and My Relationships 11

Family and Friends (GOFO)

- What does a good friend do?
- Do I know how to listen to and support my friends?
- How do I cope when relationships change?
- What are some of the similarities and differences between me and my classmates?
- Who is now in my network of special people, and how do we affect each other?

- Managing friendships
- Special people and networks
- Understanding and valuing difference
- Other points of view
- Compromise
- Emotions in relationships
- Conflict resolution
- Family patterns
- Networks of support

Citizenship 6

Working Together (GFG)

- What am I good at and what are others good at?
- What new skills would I like or need to develop?
- How well can I listen to other people?
- How do I ask open questions?
- How can I share my views and opinions effectively?
- How can different people contribute to a group task?
- How can I persevere and overcome obstacles to my learning?
- How can I work well in a group?
- What is useful evaluation?
- How do I give constructive feedback and receive it from others?

- Recognising and valuing strengths
- Developing skills
- Steps towards goals
- Effective communication
- Questioning skills
- Problem solving and perseverance
- Decision making
- Communication and group work skills
- Evaluating
- Giving and receiving feedback

Myself and My Relationships 12

Anti-bullying (SNTB)

- What are the key characteristics and forms of bullying?
- Do I understand that bullying occurs when a person or group of people feel the need to have power over another person or group of people?
- Do I understand how bullying affects the way we think, feel and behave?
- How can I keep myself safe if I am being bullied?
- How might bystanders intervene and help someone who is being bullied?

- Types of bullying including prejudice driven bullying
- Homophobic bullying
- Bullying related to race, religion or culture
- Physical, mental and emotional wellbeing
- Strategies for dealing with bullying including assertiveness
- Networks of support
- Bystanders

Citizenship 7

Diversity and Communities

- What makes me 'me'?
- How are we different from each other?
- What are some of the different lifestyles and beliefs people have?
- What are stereotypes and how can I challenge them?
- What are the roles of different people in my community?
- How can we care for the environment?
- What do animals need, and what are the responsibilities of humans towards them?
- How do we choose pets, and how do we look after them?

- Identity
- Similarities and differences
- People in the community
- People with different backgrounds
- Stereotypes
- Community cohesion
- Roles in the community
- Local and wider environment
- Basic animal welfare
- Pet care
- Role of the media

Economic Wellbeing 2

Financial Capability

- What different ways are there to earn and spend money?
- What do saving, spending and budgeting mean to me?
- How can I decide what to spend my money on and choose the best way to pay?
- What might my family have to spend money on?
- What is 'value for money'?
- How do my feelings about money change?
- How do my choices affect my family, the community, the world and me?

- Understanding large amounts of money
- Sources of money
- Saving and spending
- Cash versus money
- Keeping track of money
- Value for money
- Impact of choices
- Charities
- Emotions

Healthy and Safer Lifestyles 11

Managing Risk

- What risks are there to my safety, my friendships and my feelings?
- How might my friends affect my decisions about risk?
- How do I feel and how does my body react in risky situations?
- Can I make decisions in risky situations?
- Who would I ask for help if things went wrong?
- What action is it okay for me to take in an emergency?

- Identifying types of risk
- Dealing with pressure in risky situations
- Reactions to risk
- Taking action in an emergency

Healthy and Safer Lifestyles 15

Drug Education

- What medical and legal drugs do I know about, and what are their effects?
- Who uses and misuses legal drugs?
- Why do some people need medicine and who gives it?
- What are the safety rules for storing medicine and other risky substances?
- What should I do if I find something risky, like a syringe?
- What do I understand about how friends and the media influence me?

- Medicines and legal drugs
- People who use medicines and legal drugs
- Rules for safe storage
- Finding risky items
- Influence of friends and media

Healthy and Safer Lifestyles 12

Safety Contexts

- How are roads risky and how can I reduce the risks?
- How is fire risky and how can I reduce the risks?
- How is water risky and how can I reduce the risks?
- How do I keep myself safe during activities and visits?
- How can I stop accidents happening?

- Road safety
- Fire safety
- Beach safety
- Safety near inland waterways
- Safety during activities and visits
- Preventing accidents in familiar settings

Healthy and Safer Lifestyles 16

Personal Safety

- How can I be responsible for my own personal safety?
- What sorts of physical contact do I feel comfortable with?
- Who are the adults and friends I can trust and to whom I can talk about my feelings?
- When might I need to break a promise or tell a secret?

- Personal safety
- Responsibility for safety
- Good and bad touches
- Secrets, promises and tricks
- Assertiveness
- E-safety
- Networks of support
- Telling

Healthy and Safer Lifestyles 13

Sex and Relationships Education

- How are males and females different and what are the different parts called?
- What can my body do and how is it special?
- Why is it important to keep clean?
- What can I do for myself to stay clean and how will this change in the future?
- How do different illnesses and diseases spread and what can I do to prevent this?

- Difference between males and females
- Valuing the body's uniqueness and capabilities
- Responsibilities for hygiene

Healthy and Safer Lifestyles 17

Sex and Relationships Education

- What are the main stages of the human life?
- What does it mean to be 'grown up'?
- What am I responsible for now and how will this change?
- How do parents and carers care for babies?

- Stages of human life
- Being grown up
- My responsibilities
- Parents' responsibilities

Healthy and Safer Lifestyles 14

Healthy Lifestyles

- How can I have a healthy lifestyle?
- How do nutrition and physical activity work together?
- What does healthy eating and a balanced meal mean?
- How can I plan and prepare simple, healthy food safely?
- How can I look after my teeth and why is it important?
- Who is responsible for my lifestyle choices and how are they influenced?

- Effects of healthy eating and physical activity
- Influences on food choices
- Balanced diet
- Eatwell plate
- Basic food hygiene
- Dental care
- Leisure activities

Myself and My Relationships 13

Managing Change (R,C)

- What changes have I already experienced and might I experience in the future?
- What changes might other people be going through?
- What is it like to be separated from a special person?
- How do people feel when things change or people or pets die?
- What emotions might I feel at times of loss and change?
- How might I behave when I feel these emotions?
- What can I do to make the best of new situations?

- Range of experiences of change
- Emotions involved in loss and change
- Other aspects of change
- People I see, people I don't see
- Taking responsibility for choices
- Making amends
- Confidence in new situations
- Bereavement

<p>Myself and My Relationships 14 Beginning and Belonging (NB)</p> <ul style="list-style-type: none"> How do we make sure we feel safe in our class and school? How do we build good relationships in our class? How do we make new people feel welcome and valued? How do I feel when I do something new? Which ways to calm down work for me? How do I solve problems? Who can I talk to when I need help? How can I help and support other people? 	<ul style="list-style-type: none"> Ground Rules / class charters Responsibilities Belonging New experiences Managing emotions Calming down Problem solving Network of support 	<p>Citizenship 11 Rights, Rules and Responsibilities (NB)</p> <ul style="list-style-type: none"> How can I contribute to making and changing rules in school? How else can I make a difference in school? Are there places or times when I have to behave differently? What are the basic rights of children and adults? Why do we have laws in our country? How does democracy work in our community and in our country? What do councils, councillors, parliament and MPs do? Can I take part in a debate and listen to other people's views? 	<ul style="list-style-type: none"> Ground rules / class charters Children's rights Conflicting rights and responsibilities Rules and laws in society Role of the police Local and national democracy Participation in class and school School and class councils Social and moral issues
<p>Myself and My Relationships 15 My Emotions (GTBM)</p> <ul style="list-style-type: none"> What am I good at? What do I find difficult? What do I feel proud of about myself? How do I manage strong emotions? What can I do when I realise I'm in a bad mood? How do I recognise how other people feel and respond to them? How do I cope when I disagree with someone? How and from whom do I get support when things are difficult? 	<ul style="list-style-type: none"> Self awareness Feelings, thoughts, behaviour Mental health and what affects it Mood changes Worry and anxiety Managing strong feelings Empathy Calming down Assertiveness Making informed choices Assessing risk Networks of support 	<p>Myself and My Relationships 16 Family and Friends (GOFO)</p> <ul style="list-style-type: none"> Who is in my network of relationships and how has it changed? How can I develop new friendships and maintain existing ones? In what way is it positive to have differences between people? What different kinds of families are there? How can I manage some of the pressures on my relationships? Who do I get support from and how do I support others? 	<ul style="list-style-type: none"> Changing networks Respecting difference Sustaining friendships Anger management Family patterns Influences and pressures Different perspectives Cooperation Network of support groups
<p>Citizenship 9 Working Together (GFG)</p> <ul style="list-style-type: none"> What are my strengths and skills and how are they seen by others? What helps me learn new skills effectively? What would I like to improve and how can I achieve this? How could my skills and strengths be used in future employment? What are some of the jobs that people do? How can I be a good listener to other people? How can I share my views effectively and negotiate with others to reach agreement? How can I persevere and help others to do so? How can I give, receive and act on sensitive and constructive feedback? 	<ul style="list-style-type: none"> Self perception and self evaluation Developing skills Steps towards goals The world of work Effective communication Chairing group discussions Negotiation and debate Problem solving and perseverance Influence of the media Evaluation 	<p>Myself and My Relationships 17 Anti-bullying (SNTB)</p> <ul style="list-style-type: none"> Can I define bullying? Do I understand why a person or group of people may feel the need to have power over another person or group of people? Can I respond to bullying and seek support where necessary? How can bullying affect people's behaviour and wellbeing? How might people's responses to bullying improve or worsen a situation? Can I identify ways of preventing bullying in school and the wider community? 	<ul style="list-style-type: none"> Types of bullying including bullying related to race, religion or culture Homophobic bullying Physical, mental and emotional wellbeing Peer pressure Roles in bullying Strategies for dealing with bullying including assertiveness Cyberbullying Community cohesion Sources of support
<p>Citizenship 10 Diversity and Communities</p> <ul style="list-style-type: none"> What makes up my 'identity' and that of other people? What are the different identities locally and in the UK? How can I show respect for different views, lifestyles and beliefs? What are the negative effects of stereotyping? What groups and communities am I part of? Who works for the good of the community and how can I help? What are voluntary organisations and how do they make a difference? What is the role of the media and how does it influence me and my community? Who cares for the environment and what is my contribution? 	<ul style="list-style-type: none"> Diversity in communities Community cohesion Challenging stereotypes The community and roles in it Voluntary, community, charitable and pressure groups The media Environmental issues Sustainability 	<p>Economic Wellbeing 3 Financial Capability</p> <ul style="list-style-type: none"> What different ways are there to gain money? What sort of things do adults need to pay for? How can I afford the things I want or need? How can I make sure I get 'value for money'? Why don't people get all the money they earn? How is money used to benefit the community or the wider world? What is poverty? 	<ul style="list-style-type: none"> Earnings and deductions Wants and needs Range of jobs Budgeting Debt and credit Financial planning (including insurance and pensions) Making choices Managing feelings about money Poverty Role of charities
<p>Healthy and Safer Lifestyles 18 Managing Risk</p> <ul style="list-style-type: none"> When might it be good to take risk? What are the different consequences of taking physical, emotional and social risks? How risky are different situations? When am I responsible for my own safety? How can I keep myself and others safe? How can I get the attention of an adult if I need to? Where can people go for help? How can I help people who need support? Can I carry out basic first aid? 	<ul style="list-style-type: none"> Positive and negative aspects of risk taking Consequences and degrees of risk Personal responsibility for safety Risk reduction strategies Getting help Sources of support Basic first aid 	<p>Healthy and Safer Lifestyles 22 Drug Education</p> <ul style="list-style-type: none"> What do I know about medicines, alcohol, nicotine, solvents and illegal drugs and how they affect people who use them and others? How does drug use affect the way a body or brain works? How do medicines help people with a range of illnesses? What does misusing a drug mean? What are some of the laws about drugs? What risks should I look for around substances? How do my friends influence my behaviour and decision making? How and why do companies advertise drugs? When and how should I check information I am given? 	<ul style="list-style-type: none"> Legal and illegal drugs Effects of drug use Essential use of medicines Misuse of substances Staying safe around risky substances Influence of friends and media Reliable information First aid
<p>Healthy and Safer Lifestyles 19 Safety Contexts</p> <ul style="list-style-type: none"> How can I stay safe on the roads as cyclist or pedestrian? How do I keep myself safe in the sun? How can I stay safe in my home? How can I stay safe near railways? What helps to make school a safe place? How can I prevent accidents? 	<ul style="list-style-type: none"> Road safety Sun safety Cycle safety Railway safety Electrical safety Health and safety rules in school Preventing a wider range of accidents 	<p>Healthy and Safer Lifestyles 23 Personal Safety</p> <ul style="list-style-type: none"> When am I responsible for my personal safety? What can I do to help keep myself safer? How can I act to show I'm assertive? When should I keep a secret for myself or for a friend? Who is now in my network of support and how is it changing? When and how should I ask for help? 	<ul style="list-style-type: none"> Personal safety Acceptable and unacceptable physical contact Secrets and promises Networks of support Trusted adults Organisations that help Assertiveness Managing pressure Domestic violence E-Safety
<p>Healthy and Safer Lifestyles 20 Sex and Relationships Education</p> <ul style="list-style-type: none"> What are male and female sexual parts called and what do they do? What happens to the bodies of boys and girls when they reach puberty? What influences my view of my body? How can I keep my growing and changing body clean? How can the spread of viruses and bacteria be stopped? What is HIV? 	<ul style="list-style-type: none"> Names of sexual parts Puberty Physical change Menstruation Developing body image Changing hygiene routines Viruses and bacteria 	<p>Healthy and Safer Lifestyles 24 Sex and Relationships Education</p> <ul style="list-style-type: none"> How are babies made? How can I express my feeling positively as I grow up? When am I responsible for how others feel? What should adults think about before they have a baby? What are families like? 	<ul style="list-style-type: none"> Human lifecycle Sexual reproduction Changing emotions Responsibility for others Love and marriage Families
<p>Healthy and Safer Lifestyles 21 Healthy Lifestyles</p> <ul style="list-style-type: none"> What does being healthy mean and what are the benefits? Why is a varied and balanced diet important? How can I achieve a healthy energy balance? How does physical activity help me? How can I plan, prepare and cook healthy meals safely? What or who influences me when I'm making lifestyle choices? How am I responsible for a healthy lifestyle? 	<ul style="list-style-type: none"> Effects and benefits of healthy eating and physical activity Extravert plate Basic food hygiene Lifestyle and leisure choices Physical and mental health 	<p>Myself and My Relationships 18 Managing Change (R,C)</p> <ul style="list-style-type: none"> What different changes do we or might we experience? How will I feel if I lose something or someone or if things change? How have I been affected by changes I have already experienced? How are my friendships and relationships changing? In what different ways do people grieve? How might I or other people behave when we are living through change? How might I feel when I move to another school? 	<ul style="list-style-type: none"> Range of changes Coping with loss Emotions involved Sources of support Bereavement and family change Friendship change Transition between schools Outcomes of change Coping with challenges Managing risk Supporting others

B. Statutory health education outcomes (gov draft)

By the end of primary school:

Mental wellbeing	<p>Pupils should know</p> <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.• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<p>Pupils should know</p> <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.

Physical health and fitness	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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 immunisation and vaccination
Basic first aid	<p>Pupils should know:</p> <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.
Changing adolescent body	<p>Pupils should know:</p> <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.

C. Statutory health education outcomes (gov draft)

By the end of primary school 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
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
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

D. Our Sex Education Curriculum

Note: We are currently researching new teaching resources and schemes to update our Sex education curriculum. As soon as this has been updated the policy and appendix will be updated accordingly.

E. Linked National Documents

RSE and Health Education

Children and Social Work Bill 2017.

Sex and Relationships Education for the 21st Century’.

Equality Act 2010

Keeping Children Safe in Education

F. Our Charter: Working Together in RSE

We are all committed to working towards the implementation and development of the following entitlements.

Children and Young People are entitled to:

- Be valued and respected for who they are, taking into account their background, culture, faith, identity and needs
- Accurate, up-to-date, useful and age-appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner
- Be involved in developing and evaluating the content, delivery and timing of their RSE programme as appropriate.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
- Contribute their views and ideas in support of the development of RSE for their pupils
- Professional guidance and support
- A clear understanding of school policy relating to RSE.

Parents, carers and other adults in the community are entitled to:

- Accurate, up-to-date, information about RSE policy delivered in an accessible way
- A safe learning environment for their children
- Information on how and when their children are taught RSE
- Understand their right to withdraw their child from the aspects of the curriculum defined as ‘sex education’ and the process for expressing this right
- Have their views and needs listened to in a respectful, non-judgemental manner.

G. Parent form: withdrawal from sex education.

Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education.			
Any other information you would like the school to consider.			
Parent/carer signature			
Agreed actions from Head Teacher discussion with parents.			
Head Teacher Signature.			