

# PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE) POLICY



*To be read in tandem with the Relationships Education and RSE programme of study, Equal Opportunities, SMSC, Mental Wellbeing, Safeguarding, Anti-Bullying Strategy, Suicide, Post Birchfield and Behaviour and Discipline Policies.*

## **A Introduction**

Personal, Social, Health and Economic Education (PSHE) enables all children, (including those in the Early Years Foundation Stage through Personal and Social Education), to become healthy, independent and responsible members of society. It should be noted that health as a term relates to both physical and mental health. Our programme is based upon the PSHE Association programme of study and is designed to reflect our aims and ethos and, by so doing, we encourage our pupils to play a positive role in contributing to the life of the school and the wider community.

The policy reflects the ethos and aims of the School in seeking:

- To provide the highest standards of academic teaching and pastoral care for children of all abilities in our care.
- To provide a stimulating, supportive environment, which addresses all aspects of the children's spiritual, moral, social and cultural development.
- To promote excellence through equipping young people to accept responsibility and make a positive contribution to the community and society.
- To encourage a lifelong love of learning.
- To understand the importance of manners, respect for each other and the value of working and living together productively.
- To develop self-esteem, independence and self-confidence.
- To maintain an environment in which children are safe, happy and motivated.
- To encourage mutual respect, tolerance and understanding.
- To provide the greatest opportunities for personal and professional growth for all who live and work in our school.

## **B Aims**

The aims of PSHE are to enable the children to:

- (i) promote a culture of tolerance and diversity
- (ii) know and understand what constitutes a healthy lifestyle
- (iii) be aware of safety issues
- (iv) understand what makes for good relationships with others

- (v) encourage respect for others under the protected characteristics of the Equality Act of 2010 in respect of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation, even if they choose to follow a lifestyle that one would not choose to follow oneself
- (vi) be independent and responsible members of the school community
- (vii) be positive and active members of a democratic society, developing a growing awareness of financial and other economic responsibilities
- (viii) develop self-confidence and self-esteem and make informed choices regarding personal and social issues
- (ix) develop good relationships with other members of the school and the wider community.
- (x) Provide effective preparation for life in British society.

### **C Procedure**

PSHE, including Relationships Education, is timetabled weekly in Reception (PSED) to Year 6 but it will also be taught through cross curricular links, collective worship and other activities or school events such as residential visits, themed days and curriculum themed weeks. In Years 7 and above, it includes RSE, Relationship and Sex Education. All of these activities provide valuable links with parents and members of the outside community. In following the framework our pupils will be taught how to :

- (i) develop confidence and responsibility and make the most of their abilities
- (ii) be tolerant and respectful members of the community
- (iii) prepare to play an active role as citizens
- (iv) develop a healthy, safer lifestyle
- (v) develop good relationships and respect the differences between people
- (vi) develop a growing awareness of finance
- (vii) show social and moral responsibility
- (viii) understand the importance of community involvement

### **D Learning and Teaching**

We use a range of teaching and learning styles with an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. PSHE will be provided in a variety of ways, to reflect the age of the pupils and ensure a whole school approach to the subject:

- (i) there will be a timetabled curriculum session, in order to develop themes and share ideas e.g. circle time
- (ii) opportunities will be found within other curriculum areas e.g. links with drama and role-play, debate and discussion in English, practical investigation with money and role play in Mathematics, working together in pairs or small groups, improving health in physical education, environmental, health and drug issues in Science and beliefs, values and practices in Religious Studies
- (iii) activities will be provided as group, class or school events and initiatives e.g. community projects, school productions, musical assemblies, assemblies for parents, celebration assemblies and residential trips
- (iv) at playtimes and lunchtimes opportunities exist for playing co-operatively using play equipment and the buddy system
- (v) the children are involved when visitors come into school.

- (vi) in the Early Years Foundation Stage, (Personal, Social and Emotional Development (PSED) is related to the objectives set out in the Early Learning goals matching the aim of developing a child's personal, emotional and social development.
- (vii) where possible the curriculum is delivered through oral and practical activities. Where appropriate pupils will record or investigate their work using a variety of mediums including books, digital media such as the internet and through the use of specific adults e.g. medical agencies, police. These opportunities help to develop their learning and enquiring skills and assists in equipping them for adult life.

The School takes note of the Prevent Duty advice further to the Counter-Terrorism and Security Act 2015 in seeking to build pupils' resilience to radicalisation. PSHE offers time to explore sensitive and controversial issues in order to equip pupils with the knowledge and skills to manage difficult situations. The subject is used to help pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. In this way, the school seeks to develop learners who are determined, resilient and who have high self-esteem and actively promotes the teaching of fundamental British Values across Reception to the Senior School.

The programme encourages pupils not to see pupils of other races or religions in an inferior way, treat either men or women with less respect than the other or that a woman's role is subservient to that of a man. It aims to present a balanced view on same-sex marriage, where age appropriate, what constitutes a legal or illegal marriage, pregnancy outside of marriage, or single parenting and to respect people with disabilities and the equal treatment they deserve by others. The teaching of PSHE ensures that pupils are encouraged to respect other people, even if they choose to follow a lifestyle that one would not choose to follow oneself. In this way, it seeks not to undermine religious freedoms, but promotes respect and a culture of tolerance and diversity. The PSHE programme of study, in tandem with the Computing curriculum, also recognises the need to equip our learners to stay safe online, both in school and outside. A separate procedure on the school's approach to Digital Safeguarding is available in the Acceptable Use of Technology Policy.

Citizenship studies help to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society, but it also equips pupils to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. We ensure that they experience the process of democracy in school through the election and membership opportunities provided through the School Council and Student Parliament. Pupils learn about democracy, government and the making of laws as well as about the diverse, national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding. In this way, pupils are encouraged to think critically.

### **E Relationships Education and Relationship and Sex Education (RSE)**

Relationships Education (Years 1 to 6) and Relationship and Sex Education (RSE) (Years 7 and above) form an important part of the PSHE programme of study in line with statutory guidance. Please refer to the separate policy which details our full provision and delivery of these subject areas.

### **F Health Education**

The delivery of topic areas relating to health, both physical and mental, is also an important part of the programme of study, particularly in light of this time of pandemic. The programme, therefore, is careful to include such matters as mental health and well-being, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention

and basic first aid. In relation to mental well-being, reference should be made to the separate Mental Wellbeing Policy.

### **G Pupils with Special Educational Needs**

We teach PSHE to all our pupils, regardless of their ability. Learning opportunities are matched to the individual needs of children with learning difficulties e.g STAR Programme learning. Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss.

### **H Resources**

A range of resources assist with supporting and enhancing learning in PSHE, encouraging emphasis upon speaking and listening skills. The school subscribes to the PSHE Association website for teacher access to schemes of work and resources and draws upon the DfE guidance recommended for teaching online safety.

### **I Assessment, Recording and Reporting**

Teachers assess the children's work based upon oral participation and confidence in their level of response, but also by looking at contributions in group work and independent outcomes made in worksheets or activities. These are then noted to inform future planning. Any issues which relate to the welfare and pastoral care of the children as part of a discussion are either discussed at a staff meeting or brought to the attention of the Head of Prep or Head of Senior School, Headmistress and /or parents. We keep records of the children's contribution towards the life of the school and community in written and photographic form. Our Award Assemblies, Friendship Ambassador roles and Pupil Ambassador Awards celebrate personal achievement and rewards thoughtful, caring behaviour.

### **J Monitoring and Review**

Regular book trawls take place by the PSHE/RSE Subject Coordinator who is a member of the Senior Management Team to monitor the teaching of the subject and, where possible, current affairs are linked to engage and inform pupils through discussion and in assemblies. The Subject Coordinator records comments based upon their findings of the work scrutinised as well as the way the marking has been carried out and offers teachers advice for development. Plans are already underway to research and implement plans for senior pupils in Year 7 and beyond.

# PSHE PROGRAMME OF STUDY OVERVIEW

*Including Relationship Education and RSE as well as Health Education*



All year groups take part in circle time discussions where necessary as part of the Form Period to develop good listening skills, cooperation and increase self-confidence. Where possible, pupils are taught PSHE by their Form Teacher to aid continuity and pastoral care.

All year groups from Years 3 and above take part in elections for School Council and Eco Council representatives. In Years 7 and above, students can apply to be a member of the Student Parliament. Every class has opportunities for positions of responsibility such as Class Monitors, as well as Prefects and Head Prefects and House and Sports Captains.

Details of the programme for the Early Years classes are laid out in the Early Years Handbook for PSED.

Year	Autumn	Spring	Summer
<b>1</b>	<p><b>How do we decide how to behave?</b> Class rules; respecting others' needs; behaviour; listening; feelings and bodies can be hurt. Understand that we learn from experience and can succeed.</p> <ul style="list-style-type: none"> <li>The conventions of courtesy and manners.</li> <li>That in school and in the wider society they can expect to be treated with respect by others, and in turn they should show due respect to others, including those in positions of authority.</li> <li>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.</li> </ul> <p><b>How to keep safe Part 1?</b> Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; bonfire safety. About personal hygiene and germs including bacteria, viruses, how they spread and are treated, and the importance of handwashing</p>	<p><b>How to keep safe Part 2?</b> Secrets and surprises; appropriate and inappropriate touch; who helps keep us safe; asking for help. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <ul style="list-style-type: none"> <li>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.</li> <li>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>How to respond safely and appropriately to adults they may encounter (in all contexts online) whom they do not know.</li> <li>How to recognise and report feelings of being unsafe or feeling bad about an adult.</li> <li>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>Where to get advice e.g. family, school and/or other services.</li> <li>Friends and family should care for one another. Understand the ways they belong, part of</li> </ul>	<p><b>How do we feel?</b> Different kinds of feelings; strategies to manage feelings; change and loss. The importance of listening to others and also express how you feel.</p> <ul style="list-style-type: none"> <li>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.</li> <li>How to recognise and talk about their emotions, including having a varied vocabulary of words when talking about their own and others' feelings</li> <li>How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul>

		<p>a family, school, sports team etc.</p> <ul style="list-style-type: none"> <li>Realise that people/living things have needs and they have responsibilities to meet them.</li> </ul>	<ul style="list-style-type: none"> <li>That most friendships have ups and downs, and that these can often be worked through so that the friendships are repaired or even strengthened, and that resorting to violence is never right.</li> <li>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.</li> </ul> <p><b>What makes us special?</b></p> <ul style="list-style-type: none"> <li>Respecting similarities and differences between people; special people; everyone is unique; but that everyone has similarities</li> <li>The importance of permission-seeking and giving relationships with friends, peers and adults.</li> </ul> <p><b>What can we do with money?</b> Where money comes from; spending; saving; keeping money safe</p>
--	--	---	--

Year	Autumn	Spring	Summer
2	<p><b>How can we help?</b> Class rules and why they are important, respecting own and others</p> <ul style="list-style-type: none"> <li>About personal hygiene and germs including bacteria, viruses, how they spread and are treated, and the importance of handwashing</li> <li>Practical steps they can take in range of different contexts to improve or support respectful relationships.</li> <li>The conventions of courtesy and manners.</li> <li>That in school and in the wider society they can expect to be</li> </ul>	<p><b>How can we be healthy?</b> Identify activities that keep our mind and body healthy</p> <ul style="list-style-type: none"> <li>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>About personal hygiene and germs including bacteria, viruses, how they spread and are treated, and the importance of handwashing</li> <li>The characteristics and mental and physical benefits of an active lifestyle.</li> </ul>	<p><b>How do we show our feelings?</b> Recognise the variety of feeling; how to manage feelings; causes of feelings; recognising how others feel and how to help.</p> <ul style="list-style-type: none"> <li>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.</li> <li>How to recognise and talk about their emotions, including having a varied vocabulary of words when talking about their own and others' feelings</li> </ul>

	<p>treated with respect by others, and in turn they should show due respect to others, including those in positions of authority.</p> <p><b>Understanding what is fair, unfair, right, or wrong. Recognise choices can make a difference between right and wrong and we learn from experience.</b></p> <p><b>Looking after the environment.</b></p> <p><b>What is bullying?</b> Understanding that teasing and bullying is wrong; recognise how their behaviour can affect others, unsafe secrets; inappropriate touch and actions to be taken if it happens.</p> <ul style="list-style-type: none"> <li>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.</li> <li>That bullying (including cyberbullying) has a negative and often long-lasting impact on mental wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>The importance of building regular exercise into a 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.</li> <li>The risks associated with an inactive lifestyle (including obesity).</li> <li>How and when to seek support including which adults to speak to in school if they are worried about their health.</li> <li>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay)</li> </ul> <p><b>What is the same and different about us?</b> Recognising their own strengths. Being more independent; naming body parts correctly and belonging to different groups.</p> <p><b>To be able to share their views. Debate on a topical issue.</b></p>	<ul style="list-style-type: none"> <li>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>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).</li> </ul> <p><b>How can we keep safe in different places?</b> Know the rules to keep us safe, for example road safety, household products (vaccinations, antibiotics and inhalers) being safe near water and approaching animals. Who can help us in an emergency and what to do.</p> <ul style="list-style-type: none"> <li>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>How to make a clear and efficient call to emergency services if necessary.</li> </ul> <p><b>Realise money comes from different sources and can be used for different purposes.</b></p>
--	--	---	--

Year	Autumn	Spring	Summer
3	<p><b>School values. Process of election for the School Council.</b> Working well with others and explore how the media presents information (compare newspaper stories)</p> <p><b>Being a good friend.</b> Importance of friends; dealing with fall outs; managing anger</p> <ul style="list-style-type: none"> <li>How important friendships are in making us feel happy and secure, and how</li> </ul>	<p><b>What are we responsible for?</b> Responsibilities; rights and duties at home; in school and the local environment; how actions affect self and others</p> <ul style="list-style-type: none"> <li>The importance of self-respect and how this links to their own happiness.</li> <li>The conventions of courtesy and manners.</li> </ul> <p><b>What are the rules that keep us safe?</b></p>	<p><b>How can we describe our feelings?</b> Wider range of feelings; conflicting feelings experiences at the same time; describing feelings; feeling associated with change, recognising wider range of feelings in others; responding to other's feelings.</p> <ul style="list-style-type: none"> <li>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>

	<p>people choose and make friends.</p> <ul style="list-style-type: none"> <li>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>That most friendships have ups and downs, and that these can often be worked through so that the friendships are repaired or even strengthened, and that resorting to violence is never right.</li> <li>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.</li> </ul> <p><b>Bullying</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>That bullying (including cyberbullying) has a negative and often long-lasting impact on mental wellbeing.</li> <li>How to deal with peer pressure and making the right decisions</li> </ul>	<p>Importance of school rules for health and safety; hygiene routines; difference between appropriate and inappropriate touch; how to respond; keeping safe in local environment; how to get help in an emergency; people who help us to stay safe</p> <ul style="list-style-type: none"> <li>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>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.</li> <li>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>How to respond safely and appropriately to adults they may encounter (in all contexts online) whom they do not know.</li> <li>How to recognise and report feelings of being unsafe or feeling bad about an adult.</li> <li>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> </ul> <p>Where to get advice e.g. family, school and/or other services</p>	<ul style="list-style-type: none"> <li>That mental health is a normal part of daily life, in the same way as physical health.</li> <li>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.</li> <li>How to recognise and talk about their emotions, including having a varied vocabulary of words when talking about their own and others' feelings</li> <li>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>That bullying (including cyberbullying) has a negative and often long-lasting impact on mental wellbeing.</li> <li>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.</li> </ul> <p><b>How can we eat well?</b>  What makes a balance diet; balanced lifestyle, making choices; what influences choices</p> <ul style="list-style-type: none"> <li>What constitutes a healthy diet (including understanding calories and other nutritional content).</li> </ul>
--	---	--	---



			<ul style="list-style-type: none"> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul> <p><b>What jobs would we like?</b> What is meant by stereotypes; what it means to be enterprising; working together to the shared goals; recognise achievements and set targets</p>
--	--	--	--

Year	Autumn	Spring	Summer
4	<p><b>What is diversity?</b> Difference and diversity in the UK. Cultural customs and values. Stereotypes. Know the Rights of the Child. Explore Water Aid.</p> <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are different from them (for example, physically, in character, personality or backgrounds, or make different choices or have different preferences or beliefs.</li> <li>• Practical steps they can take in range of different contexts to improve or support respectful relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul> <p><b>What does discrimination mean?</b> How our actions may</p>	<p><b>How can we manage our money?</b> The role of money; ways of managing money; importance of saving money; being a critical consumer</p> <p><b>Making the right choices.</b> The negative effects of peer pressure; recognising and managing dares.</p> <ul style="list-style-type: none"> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendships are repaired or even strengthened, and that resorting to violence is never right.</li> <li>• 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</li> </ul>	<p><b>Developing a healthy and safer lifestyle.</b> Identify dangers of medicines, smoking and chemicals and how to give first aid. Nutrition and personal hygiene.</p> <ul style="list-style-type: none"> <li>• The facts associated with the risks, of smoking and alcohol use</li> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• The importance of building regular exercise into a 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.</li> <li>• The risks associated with an inactive lifestyle (including obesity).</li> <li>• 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</li> </ul>

<p>affect others through teasing and bullying. Exploring different types of relationships, i.e. marriages</p> <ul style="list-style-type: none"> <li>• The characteristics of a healthy family life, commitment to each other, including the times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• That stable, caring relationships, which may be different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> </ul> <p>About personal hygiene and germs including bacteria, viruses, how they spread and are treated, and the importance of handwashing</p>	<p>situations and how to seek help or advice from others, if needed.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>People who keep us stay safe and healthy.</b></p> <ul style="list-style-type: none"> <li>• How to recognise and report feelings of being unsafe or feeling bad about an adult.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• Where to get advice e.g. family, school and/or other services.</li> </ul> <p>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).</p>	<p>of alcohol on diet or health).</p> <ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• About personal hygiene and germs including bacteria, viruses, how they spread and are treated, and the importance of handwashing</li> </ul> <p><b>Keeping safe.</b></p> <ul style="list-style-type: none"> <li>• Managing risks with road, water and animal safety. Sun safety.</li> <li>• Keeping safe in the countryside</li> <li>• Understanding the dangers in communicating with strangers</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• How to make a clear and efficient call to emergency services if necessary.</li> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts online) whom they do not know.</li> <li>• How to report concern or abuse, and the vocabulary</li> </ul>
---	---	---

			and confidence needed to do so.
--	--	--	---------------------------------

<p>5</p>	<p><b>What makes a community?</b>          What it means to feel part of a community; groups and individuals that support local community and pressure groups; appreciating the range of identities in the UK; values and customs of people living around the world.</p> <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are different from them (for example, physically, in character, personality or backgrounds or make different choices or have different preferences or beliefs.</li> <li>• That in school and in the wider society they can expect to be treated with respect by others, and in turn they should show due respect to others, including those in positions of authority.</li> </ul> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders</p> <ul style="list-style-type: none"> <li>• reporting bullying to an adult and how to get help.</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul> <p><b>Healthy choices.</b>          What makes a balanced lifestyle; making choices; dealing with stress and anxiety; what is meant by a habit; dangers with prescribed and illegal drugs; drugs and the Law.</p> <ul style="list-style-type: none"> <li>• That mental health is a normal part of daily</li> </ul>	<p><b>How we grow and change.</b>          Understanding the changes that happen at puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions</p> <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• About personal hygiene and germs including bacteria, viruses, how they spread and are treated, and the importance of handwashing</li> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes.</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul> <p><b>Different types of relationships.</b>          What makes a healthy relationship (friendship); maintaining positive relationships; who is responsible for their health and wellbeing; who to ask for, for advice</p> <ul style="list-style-type: none"> <li>• Families are important for children growing up because they give love, security and stability</li> <li>• The characteristics of a healthy family life, commitment to each other, including the times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> </ul>	<p><b>What makes us enterprising?</b>          Explore the variety of ways we can achieve and celebrate success; high aspirations; growth mind-set; organising an enterprise (Stall for Summer Fete), importance of enterprise in work and society as a whole.</p> <p><b>Staying safe online and using social media. Pupils are introduced to the Digital Safeguarding procedure.</b></p> <ul style="list-style-type: none"> <li>• Keeping safe when using mobile devices; strategies for managing personal safety online; managing requests for images, personal boundaries; bullying online and who can help to avoid danger and upset. Managing anger.</li> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• That the same principles apply to online relationships as face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risk associated with people they have never met.</li> <li>• How information and data is share and used online</li> <li>• That for most people the internet is an integral part of life and has many benefits.</li> </ul>
----------	--	--	--

	<p>life, in the same way as physical health.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words when talking about their own and others' feelings</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• 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.</li> </ul> <p>The facts about legal and illegal harmful substances and associated risk, including smoking, alcohol use and drug-taking.</p>	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendships are repaired or even strengthened, and that resorting to violence is never right.</li> <li>• 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.</li> <li>• Practical steps they can take in range of different contexts to improve or support respectful relationships.</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• The importance of permission-seeking and giving relationships with friends, peers and adults.</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words when talking about their own and others' feelings 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).</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Why social media, some computer games and online gaming for example, are age restricted.</li> <li>• 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.</li> <li>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• Where and how to report concerns and get support with issues online.</li> </ul>
--	---	--	---

<p>6</p>	<p><b>What is democracy?</b>  Research, discuss and debate topical issues on a local and national scale i.e. climate change or a residential development in the area and how it impacts the residents. Recognise the role of voluntary, community and pressure groups.</p> <p><b>Healthy and happy relationships.</b>  Identify different relationships; recognise when a relationship becomes unhealthy; committed and loving relationships</p> <ul style="list-style-type: none"> <li>• Families are important for children growing up because they give love, security and stability</li> <li>• The characteristics of a healthy family life, commitment to each other, including the times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• That stable, caring relationships, which may be different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about an adult.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> </ul> <p><b>Coping with anger.</b>  Understand that their actions affect themselves and others. Try to see themselves from other people's perspectives.</p>	<p><b>What are human rights?</b>  Why and how are laws made; taking part in making and changing rules; human rights; rights of a child; rights to protect their bodies; confidentiality and when to break confidence</p> <p>To think about the lives of people living in other places and times, and people with different values.</p> <p><b>How can money affect us?</b>  Finance: being a critical consumer; what is meant by interest, loan, debt, tax; how resources are allocated and how this affects individuals, communities and the environment</p>	<p><b>How can we stay healthy?</b>  What positively and negatively affects health; informed choices, balanced lifestyle; how drugs can affect health and safety; who is responsible for our health and well being</p> <p><b>How can we manage risk?</b>  Increased independence and responsibility; managing risk; different influences; peer pressure; personal; personal safety, e-safety and wellbeing. Ensure pupils are aware of what <b>sexting</b> (sending or posting or taking nude or semi-nude images) is and the dangers that may evolve.</p>
----------	--	--	---

	<ul style="list-style-type: none"> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendships is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• 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.</li> <li>• Practical steps they can take in range of different contexts to improve or support respectful relationships.</li> <li>• The importance of permission-seeking and giving relationships with friends, peers and adults</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words when talking about their own and others' feelings</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>• That bullying (including cyberbullying) has a negative and often long 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).</li> </ul>		
--	--	--	--

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
7	<p><b>Transition &amp; Safety</b></p> <ul style="list-style-type: none"> <li>• Transitioning from a new school to Birchfield</li> <li>• Transitioning from Year 6 to Year 7</li> <li>• British Values- Democracy</li> <li>• Student Parliament- creation of a manifesto and vote</li> </ul> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>• Basic First Aid</li> <li>• Safety in the water</li> <li>• Fire safety</li> <li>• Rail Safety</li> </ul> <p><b>Developing Skills and Aspirations</b></p> <ul style="list-style-type: none"> <li>• Learning to learn</li> <li>• Planning and time management</li> <li>• Revision techniques</li> </ul>	<p><b>Diversity</b></p> <ul style="list-style-type: none"> <li>• Diversity and Identify</li> <li>• Rights and responsibilities</li> <li>• Challenging prejudice and stereotypes</li> <li>• Bullying</li> </ul> <p><b>Health and Puberty</b></p> <ul style="list-style-type: none"> <li>• Changing emotions</li> <li>• Healthy relationships</li> <li>• Female genital mutilation (FGM)</li> </ul>	<p><b>Financial Decision Making</b></p> <ul style="list-style-type: none"> <li>• Credit, debit and budgeting</li> <li>• Interest rate</li> <li>• Savings</li> <li>• Pitching a business</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Healthy relationships</li> <li>• Unhealthy relationships and stereotypes</li> <li>• Romantic relationships</li> <li>• Consent</li> </ul>
8	<p><b>British Values</b> <u>Democracy, Student Parliament vote</u></p> <p><b>Emotional Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Attitudes to mental wellbeing</li> <li>• Talking about emotions and wellbeing.</li> <li>• That happiness is linked to being connected to others.</li> <li>• How to recognise the early signs of mental wellbeing concerns.</li> </ul> <p><b>Daily Wellbeing</b></p> <ul style="list-style-type: none"> <li>• The benefits of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</li> <li>• The importance of good quality sleep for good health and ability to learn.</li> </ul>	<p><b>Community and Careers</b></p> <ul style="list-style-type: none"> <li>• Research the qualifications, skills and experience required for a chosen career.</li> <li>• Challenge career stereotypes, i.e. females on the frontline</li> <li>• Explore the British Political System and what Parliament is.</li> </ul> <p><b>Drugs</b></p> <ul style="list-style-type: none"> <li>• The facts about legal and illegal drugs and their associated risks, including the link between drug use, and serious mental health conditions.</li> <li>• The law relating to the supply and possession of illegal substances.</li> <li>• An awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> </ul> <p><b>Alcohol</b></p> <ul style="list-style-type: none"> <li>• The physical and psychological risks associated with alcohol</li> </ul>	<p><b>Identity and Relationships</b></p> <ul style="list-style-type: none"> <li>• To understand healthy relationships are respectful and positive</li> <li>• To identify unhealthy relationships.</li> <li>• The concepts of, and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, domestic abuse, forced marriage, honour-based violence and FGM (an awareness of the signs to look for (long holidays, special celebrations of girls from an African ethnicity)), and how these can affect current and future relationships.</li> <li>• To know what to say and do if subjected to unwanted contact by another person. Developing healthy sexual and platonic</li> </ul>

	<ul style="list-style-type: none"> <li>• Unhealthy coping strategies</li> <li>• Healthy coping strategies</li> <li>• Digital resilience</li> </ul> <p><b>Discrimination</b></p> <ul style="list-style-type: none"> <li>• The practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>• 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 people in positions of authority and due tolerance of other people's beliefs.</li> <li>• Some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>	<p>consumption and what constitutes low risk alcohol consumption in adulthood.</p> <p><b>Smoking</b></p> <ul style="list-style-type: none"> <li>• The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access</li> <li>• The Law relating to smoking</li> </ul> <p><b>Vaping</b></p> <ul style="list-style-type: none"> <li>• The facts related to the known dangers of vaping</li> <li>• The various types of vaping tools</li> <li>• The law regarding vaping</li> <li>• Signposting help for each addiction</li> </ul>	<p>relationships with both genders.</p> <p><b>Contraception</b></p> <ul style="list-style-type: none"> <li>• Understand the reasons for contraception (prevention of a pregnancy and spread of STDs)</li> <li>• Identify a range of products</li> </ul> <p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>• How to identify harmful behaviours online (including bullying, abuse or harassment)</li> <li>• How to report, or find support, if they have been affected by those behaviours.</li> </ul>
--	---	---	---



9	<p><b>Peer Influence Substance Use and Gangs</b></p> <ul style="list-style-type: none"> <li>Identifying healthy and unhealthy relationships</li> <li>Gang culture</li> <li>Escaping gang culture</li> <li>Knife crime</li> <li>Substance abuse</li> </ul> <p><b>British Justice System</b></p> <ul style="list-style-type: none"> <li>How does the Criminal Justice system work</li> <li>Departments of Government</li> <li>Democracy and Student Parliament vote</li> </ul> <p><b>Setting Goals</b></p> <ul style="list-style-type: none"> <li>Enterprising</li> <li>Changing workforce</li> </ul>	<p><b>Respectful Relationships</b></p> <ul style="list-style-type: none"> <li>There are different types of committed stable relationships.</li> <li>How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>Why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>The characteristics and legal status of other types of long-term relationships.</li> <li>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul> <p><b>Healthy Lifestyle Self-esteem and body image.</b></p> <ul style="list-style-type: none"> <li>The dangers and risks involved with high</li> </ul>	<p><b>Intimate Relationships</b></p> <ul style="list-style-type: none"> <li>Managing on and off-line relationships.</li> <li>Understand what cyberbullying is and the dangers of sexting/sending or posting or taking of nude/semi-nude images.</li> <li>Empathise with the thoughts, feelings, emotions and consequences of someone who is being bullied.</li> <li>Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>What to do and where to get support to report material or manage issues online.</li> </ul> <p><b>Employability Skills</b></p> <ul style="list-style-type: none"> <li>Understand the rights and responsibilities of employers and employees</li> <li>Minimum wage</li> <li>Law on children at work</li> <li>Creating CV's</li> </ul>
---	---	---	---

		<p>sugar content in food and drinks.</p> <ul style="list-style-type: none"> <li>• Awareness of how their body and mind changes during puberty.</li> <li>• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> <li>• The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> <li>• The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>• The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.</li> <li>• How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>• The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental health. Recognise and manage cyber bullying, the use of filters/photo editing leading to body confidence issues and affecting emotions:</li> <li>• The similarities and differences between the online world and</li> </ul>	<ul style="list-style-type: none"> <li>• Interview skills</li> <li>• Career plan</li> </ul>
--	--	--	---

		<p>the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media.</p>	
10	<p><b>British values</b>  <u>Democracy and Student Parliament vote</u>  <b>Mental Health</b></p> <ul style="list-style-type: none"> <li>Understanding what mental health is and its importance.</li> <li>Signs of poor mental Health</li> <li>How to improve mental health</li> <li>Where to find support for poor mental health, anxiety, and depression</li> </ul> <p><b>Financial Decision Making</b></p> <ul style="list-style-type: none"> <li>Financial planning</li> <li>Buy now, pay later</li> <li>Avoiding scams and how to deal with them.</li> <li>Work/life balance</li> <li>Personal branding (promoting oneself)</li> <li>Dangers of gambling</li> </ul>	<p><b>Healthy Relationships</b></p> <ul style="list-style-type: none"> <li>Identifying a positive relationship</li> <li>Negotiating in relationships</li> <li>Toxic masculinity and misogyny</li> <li>Dangers of pornography</li> <li>Healthy online relationships</li> </ul> <p><b>Exploring Influence</b></p> <ul style="list-style-type: none"> <li>Positive role models</li> <li>Negative role models</li> <li>Media's representation of gangs and crime</li> <li>Influence of alcohol</li> </ul>	<p><b>Addressing Extremism and Radicalisation</b></p> <ul style="list-style-type: none"> <li>Understand what extremism and terrorism are</li> <li>Know how young people can become radicalised.</li> <li>Signs of radicalisation</li> <li>Reporting negativity towards certain groups of people</li> <li>Identify terrorist groups</li> <li>Why do people become involved in violent activities and terrorism</li> </ul> <p><b>Work Experience Opportunities</b></p>
11	<p><b>Building for the Future</b></p> <ul style="list-style-type: none"> <li>Exploring self-efficacy and self-belief</li> <li>Managing stress and anxiety</li> <li>Maintaining positive mental health</li> <li>Importance of a good digital footprint</li> </ul> <p><b>Human Rights</b></p> <ul style="list-style-type: none"> <li>Universal Declaration on Human Rights</li> <li>United Nations role</li> <li>British Human Rights</li> </ul>	<p><b>Communication in Relationships</b></p> <ul style="list-style-type: none"> <li>Abuse and coercion in relationships</li> <li>Consent</li> <li>Where to seek help and support if feeling unsafe on a date or in a relationship</li> <li>Identity</li> </ul> <p><b>Independence</b></p> <ul style="list-style-type: none"> <li>Blood, stem and organ donation</li> <li>Volunteering</li> </ul>	<p><b>Families</b></p> <ul style="list-style-type: none"> <li>Types of families</li> <li>Relationships in families and how they change</li> <li>Role of a parent</li> <li>Judge if a relationship is safe</li> <li>Maintaining positive relationships with family members</li> <li>Dealing with bereavement and loss</li> <li>Identifying signs of depression and suicidal thoughts</li> </ul>

	<ul style="list-style-type: none"> <li>• Democracy and Student Parliament vote</li> </ul> <p>Next Steps</p> <ul style="list-style-type: none"> <li>• Post 16 options</li> <li>• 'A' Levels, 'T' Levels, BTEC's and Apprenticeships</li> <li>• Long term career plans</li> <li>• Time Management</li> </ul>		<ul style="list-style-type: none"> <li>• Gender identity and sexual diversity</li> <li>• Fertility and Pregnancy</li> <li>• Routes to paternity</li> <li>• Forced marriage</li> </ul> <p><b>GSCCE Examinations</b></p>
--	--	--	--