



William Law C E Primary School

PSHRE Policy

Policy shared with staff on Intranet [by email/staff briefing]

Policy confirmed by the Governing Body of William Law CE Primary School on:

Date: 20th January 2021

Signature: _____

Policy to be reviewed on: January 2024

This policy is written in line with the school's Christian ethos.

Personal, Social and Health Education Policy

1. Context, including national and local policy and legislation

The policy supports a whole school approach to PSHRE in the curriculum, and throughout the life of the school and its community. It is consistent with current legislative frameworks, statutory and non-statutory guidance.

The PSHRE education in our school promotes the whole school Christian ethos and values of Learning, Living, Loving Together and supports our biblical statement of, 'Jesus said, I am the way, the truth and the life.' (John 12 V6)

2. National/Local Policy and Legislation

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

We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)

We must teach health education under the same statutory guidance

This policy also complies with the terms of our funding agreement.

3. Content and delivery

As stated above, we're required to cover the content for relationships and health education, as set out in the statutory guidance. Elements of sex education are non-statutory in primary schools but biological aspects of the curriculum must be covered. This is set out in our sex and relationship education policy.

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. The policy is available on the school website or the school internal drive.

For other aspects of PSHRE, including health education, see the attached curriculum map in appendix A for more details about what we teach in each year/Key Stage. PSHRE is progressive and the progression of the subject can be found in appendix B.

PSHRE is taught as a discreet subject for the majority of lessons, but also has cross-curricular links to computing (where online safety and relationships is specifically taught once a half term), science, design and technology (food) and PE. Each week, pupils receive at least a 45-minute session of PSHRE within their class. However, content from PSHRE can also be referred and referenced to: during collective worship, the whole school ethos and values of learning powers and growth mindset and house teams. PSHRE also contributes towards the SMSC provision within the school.

At William Law CE Primary, we use a variety of materials to support the planning and preparation for the subject as a starting point to lessons. These can be adapted by the teachers to suit the needs of all learners in the class including SEND pupils. Teachers are also directed to the CEOP-Think You Know website for SEND resources to support the online safety teaching of pupils within school. The planning materials used as a starting point are the Cambridgeshire PSHE scheme of work, Pixl Wellbeing package and the No Outsiders programme.

Enrichment and extra-curricular activities are provided to pupils in the form of the following throughout pupils' time at William Law:

- Year EYFS, 2 and 4 Production
- Forest school (Years 2 and 3)
- Come Dine With Me (Whole School)
- Basic First Aid through British Red Cross education pack (Year 3)
- Financial Education in Year 2, 3 and 5 through NatWest Money Sense
- Bikeability (Year 3 and 6)
- Swimming (Year4)
- Residential to Gratham Water (3 Days for Year 4) and Kingswood (5 Days Year 6)
- Life Education Bus- Drug Education (Year 5 and 6 bi-annually)
- NSPCC speak out stay safe key stage 1 and 2 assemblies (Bi-annually)
- NSPCC Speak Out Stay Safe Year 5 and 6 workshop (Bi-annually)

4. The Organisation / Provision of PSHRE

At William Law CE Primary School we deliver PSHRE with a whole school approach which includes:

- ◆ Dedicated curriculum time
- ◆ Teaching PSHRE through and in other subjects/curriculum areas
- ◆ Circle Time
- ◆ Assemblies
- ◆ PSHRE activities and school events
- ◆ Pastoral care and guidance
- ◆ Visiting speakers

All staff provide very good role models for children and work hard to promote a safe, happy environment. The children have an active School Council where two children from each class are elected to represent the class's views.

5. British Values

At William Law we uphold and teach children about British Values which are defined as:

Democracy
Rule of law
Individual liberty
Mutual Respect
Tolerance of those of different faiths and beliefs

These values are taught explicitly through Personal, Social, Health and Emotional Education (PSHRE) and Religious Education (RE). We also teach British Values through planning and delivering a broad and balanced curriculum.

The British Value Statement Democracy is an important value at our school. We believe that the voice of everyone should be heard. Children have the opportunity to have their voice heard through our School Council. School Council representatives from each class meet regularly to discuss issues, rules and school needs. Debates are held in subjects such as topic, RE & Literacy. Students can explain that in situations where choices are offered the majority will carry the vote.

The Rule of Law - We believe that everyone needs to understand that all the people living in Britain are subject to laws and that rules need to be followed both in and out of school. Children know and understand that there are consequences should these laws and rules be broken and that laws are there for our protection. Class and school rules established, explained and enforced consistently. Individual behaviour plans involve pupil contributions. Agreed rewards and sanctions in place to bring about positive behaviour. Outside visitors – police, fire brigade etc. to promote rules of law & safety.

Individual Liberty – Children are encouraged to make correct choices at our school knowing that they are in a safe and supportive environment. We believe that students should be empowered through the development of their self-esteem, self-knowledge and self-confidence. Children are able to show independence in learning and are encouraged to think for themselves. Students are able to exercise their rights, personal freedoms and responsibilities and are advised how to exercise these safely, for example, through our e-safety teaching/assemblies.

Mutual Respect - As a rights respecting school, mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community are expected to treat each other with respect. Behaviour targets focus on respecting each other, staff and property. Class discussions and conversations reinforce Mutual respect. Where appropriate we use social stories to help them understand and develop mutual respect. Mutual respect is at the heart of PSHRE and RE teaching.

Tolerance of those of different Faiths and Beliefs - We aim to achieve this through enhancing students' understanding of their place in a culturally diverse society and by giving children opportunities to experience diversity in our local community and through delivery of our curriculum.

6. Equal Opportunities

The school has an Equal Opportunities policy. Every child should be given the opportunity to take part in all aspects of PSHRE with equal respect with regard to gender, race, religion, sexual orientation, ability and background. The school is sensitive to the fact that we are a multi- cultural society and so aims to educate the children to be aware of different cultural backgrounds and religious beliefs. Children with Special Educational Needs are expected to work at their own level but alongside and supported by others. The SENCO's role is to offer advice and support in developing pupils PSHRE as well as their academic achievements/ progress.

7. Teaching and Learning Strategies

During PSHRE lessons, as with other subjects, children are given the opportunity to mix and work with other members of their class. This gives every pupil the opportunity to work with other genders, ages and abilities. They may work individually, in pairs or as a whole class (eg circle time). The class teacher will be sensitive to those in class with differing needs e.g. Family circumstances. PSHRE involves mainly discussion work with some recording depending on the nature of the activity and the age of the children involved.

Methods used to involve children, and further their knowledge, skills and understanding may include:

- circle time
- role play and drama
- brainstorming
- snowballing
- pair and group work
- carousel

- use of fiction
- draw and write
- circle of feelings
- videos
- Use of outside agencies and services to support PSHRE delivery

8. Sex Education

Sex and Relationships Education is included in the year plans for PSHRE and is taught with reference to the schools Sex and Relationships Education policy. Aspects of Sex and Relationships Education are taught as part of both the Science curriculum and the PSHRE Scheme of Work.

9. Drugs Education

Drugs Education is taught from the Scheme of Work and supported by the Life Education Centre Programmes of Study.

10. Roles and Responsibilities

The governing board will approve the PSHRE policy, and hold the headteacher to account for its implementation.

The headteacher is responsible for ensuring that PSHRE is taught consistently across the school.

Staff are responsible for:

- Delivering PSHRE in a sensitive way
- Modelling positive attitudes to PSHRE
- Monitoring progress
- Responding to the needs of individual pupils

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

11. Assessment, Reporting and Recording

Assessment is an integral part of teaching and learning. There are a variety of strategies for Assessment, Recording and Reporting. Teachers assess pupils' understanding of PSHRE during lessons and this then informs the child's end of year report and short-term planning for subsequent lessons.

12. Policy links to other policies

The policy links to:

- Safeguarding and Child Protection
- Sex and Relationship
- SEND
- Behaviour
- Anti-bullying

- Health & Safety
- On-Line Safety
- Early Years Foundation Stage
- Computing

13. Review and Monitoring

The delivery of PSHRE is monitored by designated PSHRE subject leader through:
Monitoring takes place in the form of pupil voice, pupils work, learning walks and lesson observations.

This policy will be reviewed every 3 years.

Appendix A

Long Term Planning

	EYFS	Year1 (39)	Year 2 (39)	Year 3 (40)	Year 4 (36)	Year 5 (38)	Year 6 (39)
Caring Friendships (Aut 1)	My Friends and Family session 1-6	Family and friends Session 1-4	Say no to bullying Session 1-6	Family and friends Session 1-5	Anti-Bullying Session 1-6 (Whole Day for Anti-Bullying Week November)	Family and Friends Session 1-6	Anti-Bullying Session 1-6
Respectful relationships (Aut 1)	<u>Pixl Wellbeing My Mind EYFS</u> Session 3-Connections	<u>Pixl Wellbeing My Mind Yr1/2</u> Session 3-Support network		<u>Pixl Wellbeing My Life Yr3/4</u> Session 4-Impressions Session 7-Relationships	<u>Pixl Wellbeing My Life Yr3/4</u> Session 8-Connections	<u>Pixl Wellbeing My Life Yr5/6</u> Session 1- Life connections Session 2-Support Network <u>Pixl Wellbeing My Life Yr5/6</u> Session 10-Respect <u>Pixl Wellbeing My Mind Yr5/6</u> Session 5-Support network	
Families and people who	You Choose Red Rockets	Ten Little Pirates	The Great Big Book of	Oliver This is Our	Dogs Don't Do Ballet	King and King Where the	My princess Boy

care for me (Aut 2)	and Rainbow Jelly Blue Chameleon The Family Book My Grandpa is Amazing Elmer	Mommy Mama and Me Max the Champion My World Your World	Families The First Slodge The Odd Egg Just Because Blown Away	House Two Monsters The Hueys in the New Jumper Beegu	The Way Back Home The Flower Red: A Crayon's Story	Poppies Now Grow Rose Blance How to Heal a broken wing The Artist who painted a blue horse And Tango Makes Three Dreams of Freedom	The Whisperer The Island Love you Forever
Mental Wellbeing (Spring 1)	<u>Pixl Wellbeing My Mind EYFS</u> Session 1- Healthy body, healthy mind Session 2- Feelings Session 4- Challenge Session 5- Resilience Session 6- Being Positive Session 7-	<u>Pixl Wellbeing My Mind Yr1/2</u> Session 1- Being Healthy Session 2- Feelings and emotions Session 4- Happiness Session 5- Challenge	<u>Pixl Wellbeing My Mind Yr1/2</u> Session 6- Resilience Session 7- Determination Session 8- Self- awareness Session 9- Keeping Cool Session 10- Being Positive	<u>Pixl Wellbeing Yr3/4 My Life-</u> Session 1- Life Style Session 3- Confidence Session <u>Pixl Wellbeing My Mind Yr3/4</u> Session 1- My mind Session 2- Healthy body, healthy mind Session 3-Ways to wellbeing Session 4-	<u>Pixl Wellbeing My Life Yr3/4</u> Session 5- Pride Session 6- Character <u>Pixl Wellbeing My Mind Yr3/4</u> Session 6- Determination Session 7- Feelings Session 8- emotions Session 9- Mental Health Session 10- Positivity	<u>Pixl Wellbeing- My Health- Yr5/6</u> Session 4- Being mindful <u>Pixl Wellbeing My Life Yr5/6</u> Session 3- Personal Growth Session 5- Hobbies <u>Pixl Wellbeing My Mind Yr5/6</u> Session 1- Self- management Session 2-	<u>Pixl Wellbeing My Life Yr5/6</u> Session 6- Balance Session 7- Habits Session 8- Pride Session 9- Responsibility <u>Pixl Wellbeing My Mind Yr5/6</u> Session 6- Focus Session 7- Aspirations Session 8- Life Journey

	All about me Session 8- Being calm			Growth Mindset Session 5- Resilience	Self 11- self- awareness	Game Plan Session 3- coping strategies Session 4- self- control	Session 9- Belief Session 10 motivation
Physical Health and Fitness (Including Healthy Eating (Spring 2)	Healthy Lifestyles Sessions 1-6		Healthy Lifestyles Yr1/2 1-7	<u>Pixl Wellbeing- My Health- Yr3/4</u> Session 1 Physical Health Session 2- Being Active Session 3- Healthy Routines Session 4- Recharge	<u>Pixl Wellbeing- My Health- Yr3/4</u> Session 5- Healthy Eating Session 6- Smart Choices Session 7- Hydration Session 8- Keeping Healthy	<u>Pixl Wellbeing- My Health- Yr5/6</u> Session 1- Body Health Session 2- Fitness Session 3- Rest and Recovery	<u>Pixl Wellbeing- My Health- Yr5/6</u> Session 5- Nutrition Fundamentals Session 6- Energy Levels Session 7- Food habits
Being Safe (Summer 1)	Pants Rule and good touch bad touch- NSPCC pantasaurus Keeping Safe Sessions 1- 15	Safety Contexts 1-7 Managing Risk 1-5	Personal Safety year1/2 1-10	Personal safety year 3/4 1-4 and 8-10	Safety Contexts Yr3/4 1-6Sum 1	Safety Contexts SC5/6 Sessions 1-6 NSPCC Assembly on abuse (Bi- Annually)	Managing risk MR5/6 Sessions 1-10 NSPCC Assembly on abuse (Bi- Annually)

Drugs, alcohol and tobacco (Summer 1)		HSL8 DE12 1-7			Drug Education yr3/4 1-6	<u>Life Education Bus (Bi-Annually)</u>	<u>Life Education Bus (Bi-Annually)</u>
Sex, Relationship Education and changes in adolescents (Summer 2)	My Body and Growing Up sessions 1-8	Sex and Relationships 2 1-2	Sex and Relationships 1 1-6	Sex and Relationships 4 1-2	Sex and Relationships 3 1-6	Sex and Relationship Education SR5 Sessions 1-7	Sex and Relationship Education SR6 Sessions 1 and 5
Basic First Aid Training				Red cross First Aid Lessons			
Economic Education			Natwest Money Sense workshop- How We Use Money		Natwest Money Sense workshop- It's Part Time	Natwest Money Sense workshop- Fraud Scene Investigators	
<u>Taught as part of computing</u>							
Internet Safety and harms	<u>Pixl E-Safety EYFS</u> Session 1- A computer Session 2- The internet	<u>Pixl E-Safety Yr1/2</u> Session 1- The Internet Session2- Personal Information	<u>Pixl E-Safety Yr1/2</u> Session 6- Games and APPs Session 7- Being Careful	<u>Pixl E-Safety Yr3/4</u> Lesson 1- Intro to ESafety Lesson 2- Exploring Online	<u>Pixl E-Safety Yr3/4</u> Session 5- personal information Lesson 6- Games and	<u>Pixl E-Safety Yr5/6</u> Session 1- Intro to E-safety Session 5- Digital Footprints	<u>Pixl E-Safety Yr5/6</u> Session 6- Online Scams Session 8- Being online and wellbeing

	<p>Session 3- Searching online</p> <p>Session 4- Personal information</p> <p>Session 5- games and apps</p> <p>Session 6- Calming Down</p> <p>Session 7- being careful</p> <p>Session 10- Staying safe online</p>	<p>Session 3- Searching the internet</p> <p>Session 4- exploring online</p> <p>Session 5- using emails</p>	<p>Online</p> <p>Session 8- Online Stories</p> <p>Session 9- Online Rules</p>	<p>Lesson 3- Communicating devices</p>	<p>APPs</p> <p>Lesson 9- Being smart online</p>		<p>Session 10- Staying Safe Online</p> <p>Prevent lessons http://www.preventforschools.org/download/file/mmu-learning-together-to-be-safe.pdf</p>
Online Relationships	<p><u>Pixl E-Safety EYFS</u></p> <p>Session 9- be nice</p> <p>Session 10- Staying Safe Online</p>		<p><u>Pixl E-Safety Yr1/2</u></p> <p>Session 10- Staying safe online</p>	<p><u>Pixl E-Safety Yr3/4</u></p> <p>Session 4- Communicating Online</p>	<p><u>Pixl E-Safety Yr3/4</u></p> <p>Session 7- Cyberbullying</p> <p>Session 8- Online Situations</p>	<p><u>Pixl E-Safety Yr5/6</u></p> <p>Session 2- Social Media</p> <p>Session 3- Cyber-Bullying</p> <p>Session 4- Online Communication</p>	<p><u>Pixl E-Safety Yr5/6</u></p> <p>Session 7- Online Chatting</p> <p>Session 10- staying safe online</p>

Appendix B

PSHE Skills Progress

<u>Themes</u>	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>
Caring friendships (Autumn)	<ul style="list-style-type: none"> To understand that friends can be different from ourselves; Starts to identify ways of being positive towards someone. 	<ul style="list-style-type: none"> To understand that you can be friends with girls and boys; Children can identify different feelings and emotions of others and themselves. 	<ul style="list-style-type: none"> To be able to work with others in your class; To identify different forms of bullying and how to respond if being bullied; To identify the feelings associated with being bullied; To know some of places bullying could take place on school; Children can work co-operatively with others.
Respectful relationships (Autumn)	<ul style="list-style-type: none"> Begin to understand which people they enjoy being with and the types of activities make them feel happy; To work co-operatively with others; Begin to recognise what being positive looks like. 	<ul style="list-style-type: none"> To understand difference cannot always be seen; To understand that we share the world with lots of people. 	<ul style="list-style-type: none"> To understand what diversity is; To understand how we share the world with others.
Families and People who care for me (Autumn)	<ul style="list-style-type: none"> Understand that it is okay to be different and all families are different; To understand what is good about being old and identify older members of my family; To Understand and celebrate my family makeup; To understand how members of their family and other trusted people care 	<ul style="list-style-type: none"> Explore their own family members and connections; To identify people in their lives who can support them by providing love and care. 	<ul style="list-style-type: none"> To respect differences in family makeups; To understand that all families are established on providing love, security and stability.

	for and look after them.		
Mental wellbeing (Spring)	<ul style="list-style-type: none"> • Explore what it means to have a healthy body and mind; • Develop ways of expressing what contributes towards being healthy; • Begin to recognise how it feels to have different emotions; • To begin to recognise what they find easy or hard; • To begin to develop confidence and self-awareness; • Begin to recognise what they can achieve and do; • Identify ways to calm down. 	<ul style="list-style-type: none"> • I know what is good about myself; • Identify what contributes towards being healthy; • Begin to recognise what activities can make you happy and enjoy things; • Become more aware of their own feelings and emotions; • Demonstrate a knowledge of the different ways feelings can be expressed; • Become better able to express their different emotions and feelings; • Children can understand what makes something challenging and the feelings associated with this; • Children can identify if a challenge is harder or easier than another; • Children can express what they have achieved. 	<ul style="list-style-type: none"> • To Feel proud of who you are; • Children understand why it is important to keep trying when attempting tasks and to be resilient; • Children start to build self-awareness and can explain what they find hard or easy; • Children can indicate what they struggle with and how it feels; • To understand what determination is; • To identify struggles and difficulties; • To develop self-awareness about feelings e.g what makes them happy or worry; • To recognise how their behaviour affects other people; • To understand how to control anger; • To understand how to be positive themselves and how to be positive to others.

Physical health and fitness (Spring)	<ul style="list-style-type: none"> • To understand some of the things needed to have a healthy body; • To understand what exercise is and why it is good for us; • To understand the importance of sleep for our bodies; • To begin to understand how to make choices which promote healthy living. 		<ul style="list-style-type: none"> • To know about the range of things that help make and keep them healthy; • To understand the difference between being active and sedentary, simple benefits; (Science) of regular exercise and how their bodies feel when they exercise (Science).
Healthy eating (Spring)	<ul style="list-style-type: none"> • To be able to name and talk about foods they like and dislike; • To understand why different foods and drink are important in order for our bodies to stay healthy and well. 		<ul style="list-style-type: none"> • To understand why healthy eating is beneficial and how it supports physical activity; • To be able to talk about foods they like and dislike with reasons why; • To recognise how foods fit within the basic food groups in the Eatwell plate, and what constitutes a balanced meal (science); • To know that everyone should eat at least 5 portions of fruit and vegetables every day (science);
Being safe (summer)	<ul style="list-style-type: none"> • To be able to identify trusted adults who children could talk to and ask for help; • To be able to assess risks in the school and its grounds; • To be able to plan ahead to keep safer 	<ul style="list-style-type: none"> • Children can understand how and what they could do to get help; • To be able to talk about situations where staying safe is important; • To identify some dangers of road traffic and understand how to stay safe as a pedestrian and a car passenger; • To develop knowledge of dangers from 	<ul style="list-style-type: none"> • To be able to identify trusted adults and to understand what, when, who and how to tell; • To be able to assess the school and grounds, using their senses;

	<p>and understand and apply safety rules in different contexts e.g. sun, water, fire, railways;</p> <ul style="list-style-type: none"> • To be able to develop a strategy to keep safer when lost; • To be able to identify safer places to play; • To be able to identify and distinguish between different touches; • To be able to recognise what a secret is; • To be able to identify how and when to tell; • To understand basic road safety skills; • To know the pants rule in regards to intimate areas of the body. 	<p>the sun and understand how to keep safe;</p> <ul style="list-style-type: none"> • To identify the dangers of familiar places where water is present and understand how to keep safe; • To develop knowledge and skills to stay safe when they are lost; • To understand basic ways to keep safe from accidents; • To identify a range of familiar situations which might entail risk and consider ways to keep themselves safe; • To identify emotions associated with risky behaviour or situations; • To know basic personal information and know when they might need to give it; • To understand the range of people in the community who help keep us safer; • To know how to ask for help in an emergency including calling 999. 	<ul style="list-style-type: none"> • To be able to identify the sixth sense; • To be able to use your senses to keep safer; • To be able to identify safer places to play; • To be able to understand the need to have a strategy to keep safer; • To be able to identify and distinguish between 'yes' and 'no' touches; • To be able to recognise 'good' and 'bad' secrets and tricks; • To be able to assess risk and keep safer.
<p>Drug, alcohol and tobacco (Summer)</p>	<ul style="list-style-type: none"> • To know what goes on to and into their body; • To understand how to be safe with medicines and who are the trusted people who help them to take medicine when they need it; • To understand what medicines are and why some people need medicines. 	<ul style="list-style-type: none"> • To know basic information about what happens when substances enter the body; • To understand that all medicines are drugs, but not all drugs are medicines; • To develop an understanding of and attitudes towards medicines, health professionals and hospitals; • To recognise that there are ways to feel good and better without taking 	

		<p>medicines;</p> <ul style="list-style-type: none"> • To understand that all drugs and many household substances can be harmful if they are not used properly; • To be able to identify situations where risky substances are available and be able to ask for advice and check or say 'No, I won't'; • To recognise persuaders and pressure in risky situations. 	
Health prevention (Summer 2)	<ul style="list-style-type: none"> • To be able to identify common harmful substances; • To understand ways of looking after their body and keeping it clean. 		<ul style="list-style-type: none"> • To know how to keep themselves clean; • To understand the importance of basic hygiene practices, <i>e.g. washing hands, using a tissue</i>, and how these prevent the spread of disease.
Changing adolescent body (Summer 2)	<ul style="list-style-type: none"> • To understand and value what their bodies can do; • To describe their own appearance and name external body parts including using agreed names for the sexual parts. • To recognise similarities and differences between the bodies of girls and boys. • To understand ways in which their 	<ul style="list-style-type: none"> • To know that humans produce babies that grow into children and then into adults (science); • To consider the ways they have changed physically since they were born. 	<ul style="list-style-type: none"> • To be able to identify and name body parts including the sexual parts; • To describe what their bodies can do; • To understand that they have responsibility for their body's actions and that their body belongs to them; • To appreciate how amazing their body is.

	<p>body has changed since they were a baby;</p> <ul style="list-style-type: none"> To understand ways in which they can take responsibility for looking after themselves and recognise situations where they still need to be supported by others; To recognise how growing up makes them feel. 		
<p>Online relationships (Taught as part of computing curriculum half termly)</p>	<ul style="list-style-type: none"> I know I need permission to chat or share photos online; I can begin to understand how my actions online may affect others; I know not to share personal information online; 	<ul style="list-style-type: none"> I can identify what personal information is and who I can share it with; I can recognise why personal information is special; Understand that the internet provides a way of communicating with people; Can describe how to send an email; Demonstrate how people communicate with each other online; 	
<p>Internet safety and harms (Taught as part of computing curriculum half termly)</p>	<ul style="list-style-type: none"> I understand what a computer is; I know the internet is used to connect other computers and how I use it; I can explore a website opened by a trusted adult; I use pictures and words to find information; I know some dangers of online apps and games and who to tell if I am 	<ul style="list-style-type: none"> I know that the internet can be used to learn new things; I know what action to take if I feel in danger including when being online; learn how to search online by using the alphabet; I know how to follow certain rules to 	<ul style="list-style-type: none"> I can explain which games I enjoy and which I don't; I know what to do if I get into trouble or feel worried when playing a game; I can explain some dangers of playing online games and apps; I can explain what being careful means including being careful online and what

	<p>worried;</p> <ul style="list-style-type: none"> • I can understand that sometimes things online may make me worried or get overwhelming; • I know what to do if I feel frustrated or worried online and who to talk to about this; • I can identify different ways to stay safe in real life and online; • I know what to do if I feel unsafe online; • I know how to stay safe on the internet; • I can discuss ways to stay safe online and recognise what isn't safe. 	<p>remain safe online;</p> <ul style="list-style-type: none"> • I know how and who to ask for help if I get stuck or feel worried; 	<p>to do if I'm worried;</p> <ul style="list-style-type: none"> • I can explain how to help someone if they get into trouble online; • Understand how online stories can make you feel; • Begin to recognise online safety rules; • I can identify rules which will help me stay safe when using the internet; • I know what action to take if I don't follow a rule by mistake.
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<u>Themes</u>	<u>Year 3</u>	<u>Year 4</u>
Caring friendships (Autumn)	<ul style="list-style-type: none"> • To find solutions to disagreements; • To be welcoming to others; • to identify good and bad friendship choices; • to be positive and value friendships; 	<ul style="list-style-type: none"> • who we are connected to and how to make friends
Respectful relationships (Autumn)	<ul style="list-style-type: none"> • To understand how difference can affect someone; • To understand what discrimination means; • Use strategies to help someone who feels different. 	<ul style="list-style-type: none"> • To overcome language as a barrier; • To understand the key characteristics of bullying; • To understand that bullying can occur when people do not value or respect difference and diversity; • To understand the impact on people who bully, are bullied or who are bystanders; • what we mean by impressions and how you can make good impressions;

		<ul style="list-style-type: none"> • why relationships are important.
Families and People who care for me (Autumn)	<ul style="list-style-type: none"> • To understand what good relationships are in including when a family relationship makes them feel unsafe or unhappy; • To learn about the people in your life who you can trust; • To know who at school and home can support when they feel unsafe or unhappy. 	<ul style="list-style-type: none"> • To know who is in our community and how they can support them.
Mental wellbeing (Spring)	<ul style="list-style-type: none"> • To identify activities which form a healthy lifestyle and the importance of leading a healthy lifestyle; • To understand what confidence and self-esteem and how to improve our confidence; • To identify our strengths; • To Understand why it is important to have a healthy mind; • To know ways in which we can keep our minds healthy; • To understand and identify characteristics of a growth & fixed mindset; • To understand & experience the value of challenge; • Understand why we need to be resilient and how to build resilience; • Identify strategies to cope when things get difficult. 	<ul style="list-style-type: none"> • To be who you want to be; • To explain what we mean by pride and how it feels to be proud • To appreciate why we are proud of ourselves and others; • To understand what character traits are and be able to identify them; • To understand what we mean by a positive character; • To understand what grit & determination is, why it is important and how to build it; • To develop a range of techniques to help us cope with our feelings and emotions; • To develop a range of ways to cope with good days and bad days; managing your stress and mood; • To understand how to keep our mental health in check.
Physical health and fitness (Spring)	<ul style="list-style-type: none"> • I know what physical health is, how to keep healthy and why; • I know what being active means, the importance of it and how to keep active daily; • I know what healthy routines are, why they are important and how to create my own; • I know what recharge means, why we need to do and 	<ul style="list-style-type: none"> • I understand what healthy behaviours are and why we need them to have a healthy body.

	ways in which this can be achieved;	
Healthy eating (Spring)		<ul style="list-style-type: none"> • I know what healthy eating means and name different food groups and nutrients; • I can explain why foods are healthy or unhealthy; • I understand how to make healthy food choices; • I know how to read food labels and how to make healthy food swaps; • I know why water is important for our bodies and how we can drink enough water each day;
Being safe (Summer)	<ul style="list-style-type: none"> • To be able to identify trusted adults and approach them for support; • To be able to assess the school and local environment from a personal safety perspective; • To be able to identify and understand 'sixth sense' feelings; • To be able to understand safety rules and who and when to tell; • To be able to recognise what bribes and tricks are; • To be able to assess problems and risks to keep safer; • To know the basics of cycling safety (Cycling proficiency); • To be able to use assertive voice and body language. 	<ul style="list-style-type: none"> • I know when to be assertive; • I know when to question things; • To be able to talk about situations where staying safe is important; • To identify further risks with road traffic and have strategies to stay safe; • To identify different risks with fire and have strategies to stay safe; • To identify wider risks with water and have strategies to stay safe; • To identify risks when joining in with activities and visits and have strategies to stay safe; • To know some action people can take to prevent accidents in familiar settings.
Drug, alcohol and tobacco (Summer)		<ul style="list-style-type: none"> • To understand more about different types of drugs and how they can enter the bloodstream; • To develop understanding about essential use of medicines

		<p>and people who use and administer them;</p> <ul style="list-style-type: none"> • To know basic safety rules for medicines, including rules for storage at home and at school and be able to follow these rules; • To develop attitudes and beliefs about two legal, recreational drugs (nicotine and alcohol) and people who might use or misuse them and why; • To understand and practise how to act if harmful items (e.g. a syringe) or unknown substances are found; • To begin to recognise influences from friends, the media and other sources and how to deal with these.
<p>Health prevention (Summer)</p>		<ul style="list-style-type: none"> • To understand the benefits of carrying regular personal hygiene routines; • To consider who is responsible for their personal hygiene now, and how this will change the future; • To understand a range of ways illness and disease, e.g. <i>colds, chickenpox, head lice</i>, might be spread and how they are able to reduce this.
<p>Changing adolescent body (Summer)</p>	<ul style="list-style-type: none"> • To understand the main stages of the human lifecycle: <i>birth, baby, child, adolescent, adult, middle age, old age, death</i>; • To investigate perceptions of being 'grown up'. 	<ul style="list-style-type: none"> • To recognise the main external parts of the bodies of humans, including scientific names for sexual parts; • To understand the physical differences between males and females; • To value their own body recognise and its uniqueness.

<p>Online relationships (Taught as part of computing curriculum half termly)</p>	<ul style="list-style-type: none"> • To understand different ways of communicating online and identify the positives and negatives of doing so; • Identify how to communicate safely online; • Recognise that online friends may not be who they say they are. 	<ul style="list-style-type: none"> • I understand the importance of personal information and how to keep it safe online; • To identify incidents of cyberbullying; • I know how to keep safe and deal with cyberbullying;
<p>Internet safety and harms (Taught as part of computing curriculum half termly)</p>	<ul style="list-style-type: none"> • Recognise when it is and is not safe online; • Compare how staying safe online is similar to staying safe in the real world; • Explain and identify rules for travelling safely on the Internet; 	<ul style="list-style-type: none"> • Be able to Identify a variety of online games and apps; • Recognise the dangers of online gaming; • I know how to stay safe when using online games and apps; • To identify different types of situations we may face when being online and how to deal with them; • To know the do's and don'ts when going online.

Themes	Year 5	Year 6
Caring friendships (Autumn)	<ul style="list-style-type: none"> To recognise when someone needs help; The characteristics of how to be a good friend; 	<ul style="list-style-type: none"> To be able to define bullying, including key characteristics and forms of bullying; To compare and contrast different forms of bullying, To recognise similarities and differences in the bullying behaviours of girls and boys; To understand personal factors or circumstances that may cause someone to engage in bullying or become a target of bullying; To understand prejudice driven bullying; To understand the feelings of all those involved in a bullying situation including those who are bullied, perpetrators, followers and bystanders and how this might affect the way they think and behave.
Respectful relationships (Autumn)	<ul style="list-style-type: none"> To accept people who are different from me; What connections are and why they are important; The importance of peer relationships and how they are beneficial; What respect is and how it feels; To demonstrate ways to show respect; The importance of respect in life and how to show it every day; 	<ul style="list-style-type: none"> To promote diversity; To stand up to discrimination; To challenge the causes of racism;
Families and People who care for me (Autumn)	<ul style="list-style-type: none"> To identify a support network of people who you can talk to when you need help; To consider the need for trust and love in marriage and established relationships. 	<ul style="list-style-type: none"> To have a basic awareness of responsible parenting choices including how they protect their families and children.
Mental wellbeing (Spring)	<ul style="list-style-type: none"> To understand what being mindful means, why it is important and techniques to support this; To understand what personal growth is and identify life aspirations; To understand why taking part in hobbies are important; To identify what self-management is and why it is important for a healthy mind; 	<ul style="list-style-type: none"> To understand what a balanced life means, the importance and how this can be achieved; To identify the types of activities which contribute to a balance life; To understand what habits are and the importance of them; To identify how you can change and build successful habits; To set goals to make us feel proud;

	<ul style="list-style-type: none"> • How we can help to manage ourselves & have self-control; • To identify why plans in life are important and how to create different plans for different situations; • To understand and prepare coping mechanisms and strategies for different situations including negative feelings and feeling overwhelmed; • To identify effective and appropriate calming-down strategies; • To understand the meaning of self-control. 	<ul style="list-style-type: none"> • To explore how to act responsibly in life and why it is important to be responsible; • To understand why we need to focus on our mental & physical health; • To identify techniques which will help us focus; • To explore & identify a dream and ambition; • The importance of role models & inspiration; • To know what we mean by belief & why it is important; • To know how we can believe in ourselves and boost our self-confidence; • To reflect on our strengths and weaknesses; • To know what motivation is and Strategies to stay motivated.
<p>Physical health and fitness (Spring)</p>	<ul style="list-style-type: none"> • To know what body health is and why we need to keep our bodies healthy; • I know how we can measure our physical health; • I know what fitness is, why we need to keep it and how to maintain it; • I can explain what rest & recovery means; • I understand how you can relax and the importance of sleep; 	
<p>Healthy eating (Spring)</p>		<ul style="list-style-type: none"> • I know what healthy eating means and why it is important; • I can name different food groups and list the best foods to eat to stay healthy; • I understand what an energy balance is and how we can maintain our energy levels; • I can explain why energy is importance for us to keep healthy & well; • I understand how calories are used for energy;

<p>Being safe (Summer)</p>	<ul style="list-style-type: none"> • I can justify my actions; • To practise asking for help when you may be worried; • To be able to talk about situations where staying safe is important; • To identify safety issues when cycling and develop understanding of how to stay safe on the roads; • To identify ways to stay safe in the sun and have strategies to keep themselves safe; • To identify a wider range of situations where they might encounter risk <i>e.g. near the railway and at home and have realistic strategies to stay safe;</i> • To understand the rules for keeping people safe at school; • To understand action to prevent a wider range of accidents. 	<ul style="list-style-type: none"> • To understand freedom; • To describe positive and negative aspects of risk taking; • To understand the consequences of taking physical, social and emotional risks; • To understand degrees of risk; • To be able to talk about situations where they have responsibility for their own safety and associated emotions; • To understand sources of pressure to behave in a risky way; • To understand and practise a range of strategies to reduce risk; • To know some of the main causes of accidents for children and young people and understand ways of reducing or preventing accidents; • To state ways of getting help when getting attention is difficult; • To know and understand where individuals, families and groups can find help; • To understand how to be supportive to others who need help in a risky situation.
<p>Drug, alcohol and tobacco (Life Education Bus Bi-Annually)</p>	<ul style="list-style-type: none"> • To explore the role of friends in our decision making; • Understand that anything that gets into our body could get into our blood, around the body and up into the brain; • Understand safety around discarded syringes; • Develop understanding of medical and non-medical, legal and illegal drugs; • Understand that all drugs have a greater impact on children's bodies than adults; • Understand the actual norms around smoking and the reasons for common misconceptions; • Develop critical thinking skills around drugs and why some people may choose to use them; • Identify characteristics of passive, aggressive and assertive behaviour; • Develop an understanding of peer group dynamics with a focus on the impact of a bystander; • Explore skills needed to function more effectively in peer group situations. 	
<p>Health prevention (Summer)</p>	<ul style="list-style-type: none"> • To understand how the media, families and friends can influence attitudes to their bodies; • To know about new aspects of personal hygiene relevant to puberty; 	<ul style="list-style-type: none"> • To know about the facts of the human lifecycle, including sexual intercourse.

	<ul style="list-style-type: none"> To know and understand that safe routines can stop the spread of viruses (including HIV) and bacteria. 	
Changing adolescent body	<ul style="list-style-type: none"> To identify male and female sexual parts and describe their functions; To know appropriate terminology for use in different situations. To know and understand about the physical changes that take place at puberty, why they happen and how to manage them. To understand that physical change happens at different rates for different people. 	
Online relationships (Taught as part of computing curriculum half termly)	<ul style="list-style-type: none"> Understand the positive and negative uses of social media; Understand the impact of social media on our behaviour, emotions & lives; Identify cyber-bullying and its consequences; Learn how to deal with cyber-bullying; Understand how to show respect online; Understand the difference between online and face to face communication; Learn rules for communicating online including sending images. 	<ul style="list-style-type: none"> Understand ways to chat safely and securely online; Understand who to trust about choices and activities online; Identify how to make good choices about sharing content online;
Internet safety and harms (Taught as part of computing curriculum half termly)	<ul style="list-style-type: none"> Understand what a digital footprint is; Explore what information is appropriate to be put online; 	<ul style="list-style-type: none"> Recognise the features of spam & junk emails; Recognise some common online scams; Identify signs that screen use has become excessive and the impact this has on me; Take steps toward moderating screen time; Learn about ways to manage your privacy and reputation online; Understand what to do if you face a digital dilemma;