



## Chesham Preparatory School

# PSHE POLICY

### Introduction

This policy covers Chesham Preparatory School's approach to Personal, Social, Health and Economic education (PSHE). The policy aims to set out the purpose of PSHE at Chesham Preparatory School and the intended outcomes for all pupils from EYFS to Year 6. It will be reviewed annually and will be updated in accordance with the latest statutory guidelines and legislation

**This policy takes into consideration the following legal requirements, national strategies and government guidance:**

- Education Act 2002
- DfE Independent Schools Standards Guidance
- DfE guidance for Personal, Social, Health and Economic (PSHE) Education 2020
- DfE guidance for the teaching of statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education 2020.
- Equalities Act 2010
- Independent Schools Standards Guidance for Independent Schools 2019
- Keeping Children Safe in Education 2024

Under the Education Act 2002, all schools must provide a curriculum that is broadly based, balanced, and meets the needs of all pupils. Under Section 78 of the Education Act 2002, in order to satisfy the requirements, the curriculum must:

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

Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. Whilst Health Education is not compulsory in independent schools, Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools. Our PSHE curriculum covers Relationships, Relationships and Sex Education, and Health Education as appropriate to the age and/or readiness of each pupil.

**At Chesham Preparatory School, we believe PSHE education is integral to many aspects of school life, and this policy should be read in conjunction with the following related policies:**

- Equality, Inclusion and Diversity (Staff Handbook)
- Equal Opportunities Policy (Pupils)
- Relationships and Sex Education
- Child Protection Framework Policy (Safeguarding)

- E - Safety, AI and Marketing Policy
- SEND and Inclusion Policy
- Behaviour, Discipline and Exclusion Policy
- Anti-Bullying Policy
- APD policy
- SMSC Policy
- Curriculum Policy

## **Rationale**

Our PSHE Education Programme is underpinned by Chesham Preparatory School's overarching aims and values, which are to nurture pupils who:-

- Are good citizens with a willingness to be kind, generous, courteous and considerate
- Have understanding, respect and sensitivity towards the diversity of the school and wider community
- Are confident and prepared for the next stage of their educational journey
- Are ambitious and assured with the skills and self-belief which allow them to pursue their goals and aspirations
- Are known and valued as individuals
- Are intellectually curious and inspired by a love of learning

At Chesham Preparatory School we believe PSHE education is an important and necessary part of all pupils' education. The PSHE curriculum is designed to help pupils lead confident, healthy and responsible lives as individuals and members of society. In our school, PSHE is a key element of school life and, as well as planned weekly teaching sessions, pupils take part in a wide range of activities beyond the PSHE curriculum. This helps pupils gain the knowledge, understanding, attributes and skills to help them to develop into well-rounded individuals, who are active and positive members of society.

The values promoted in our PSHE Curriculum are inherently incorporated into the fabric of our school through regular assemblies, school community events, support for charities and in our day-to-day living. They significantly contribute to the school's safeguarding and equality duties, the government's guidance on British Values and the SMSC development opportunities provided for the children.

## **Aims and Outcomes of the PSHE Provision**

PSHE education at Chesham Preparatory School aims to give pupils the knowledge, understanding and skills to lead a confident, happy, safe and independent life, whilst becoming tolerant, active and responsible citizens in their communities.

- To promote the spiritual, moral, cultural and social (SMSC) of all learners in school
- Explore the knowledge and understanding children need to stay safe, be happy and healthy and fulfil their potential, while also preparing them for opportunities, responsibilities and experiences ,both in the present and future.
- To equip children with the skills they need to live successfully as citizens of different

communities and enable them to celebrate diversity and treat all people with kindness and respect.

- To encourage children to develop positive physical and emotional wellbeing, by empowering them with the knowledge of why this is important and how it can be achieved.
- To promote fundamental British Values including democracy, respecting laws, understanding and following rules, individual liberty and mutual respect and tolerances of different faiths and beliefs.
- The online world presents many positive and exciting opportunities, but pupils need to be taught the skills and understanding to manage the challenges and risks it brings

## The management and organisation of PSHE education

Our **governing body** will work closely with school staff to monitor the teaching and learning of PSHE education.

The Governor responsible is  
Mr Ben Cartledge

Our **headteacher, senior management and DSL** will support all staff in school in the preparation and delivery of PSHE education and work to create a school ethos which supports and upholds content in the curriculum.

**The Head of Department** will create and implement a whole school scheme of work appropriate to our school setting. They will also support and monitor teaching and learning in this

area.

Our **class teachers** will deliver high quality weekly PSHE lessons which follow the school's scheme of work and current best practice.

Our **support staff** will enhance the delivery of PSHE by providing targeted intervention wherever needed.

Our **pupils** will engage respectfully and responsibly with all taught content.

Our **parents and carers** will be fully informed about what their children will be learning and will be actively encouraged to participate in the curriculum where appropriate.

## The Head of PSHE's responsibility is to:

- Support, advise and disseminate latest subject advice, content and resources with colleagues
- Arrange meetings as necessary to discuss implementation
- Audit current provision with staff, pupils and SMT (weekly meeting with DSL)
- Organise and review current teaching programmes, planning documents and schemes of work where necessary with the Heads of the EYFS, Year 1&2 and Year 3&4 and with the PSHE staff who teach in Senior School. All planning work is in the PSHE Shared Drive
- Develop and annually review the PSHE school policy in conjunction with the Headmaster, Deputy Head and pastoral staff
- Ensure that teaching reflects and supports policies such as the Anti-Bullying, Sex and Relationship Education and Behaviour policies
- Renew, update and complement resources where necessary
- Ensure that colleagues are aware of the changes in pedagogy, planning, guidance and resources available
- Update CPD available for staff

- To continue to develop monitoring and progression of pupils learning throughout the school
- To maintain good relations and share curriculum information with parents and carers

### **The Delivery of the PSHE Scheme of Work**

At Chesham Preparatory School, PSHE education will be delivered in a way which is accessible to and inclusive of all pupils. These lessons will involve a variety of teaching methods, active learning and discussion based work to encourage pupil engagement. We aim to create a safe and supportive climate for learning in which all children can thrive, feel able to ask questions and discuss issues openly.

All of our pupils will participate in weekly PSHE lessons and these will be taught by staff who are qualified in delivering the specific content of the lessons. Special consideration will be given when teaching particularly sensitive content; staff will be fully aware of the children in their class and how they might react to the lesson content, providing extra support to enable participation if required.

Teaching PSHE in Year 1 and Year 2

In Year 1 and Year 2, PSHE is delivered through weekly lessons by the Head of Pre-Prep.

### **The Content of the PSHE Education Scheme of Work**

At Chesham Preparatory we use the Twinkl Life PSHE scheme of work throughout the school from EYFS to Year 6. This scheme of work and all of its resources have been produced to be fully in line with the Learning Outcomes and Core Themes outlined in the [2020 PSHE Association Programme of Study](#) which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools.

This scheme is broad and balanced in its approach, and it is based on a spiral programme, where continuing themes are repeatedly presented through the curriculum but with deepening levels of complexity in order to reinforce previous learning. The EYFS work to the standards in the PSED area of their curriculum, details of which can be found in the Curriculum policy.

Planning, pedagogy, activities and resources take into account pupils' age readiness, ability and cultural backgrounds and are adjusted to enable all pupils to access the PSHE curriculum in line with our Equal Opportunities Policy. The curriculum and resources are consistently under review by teaching staff, Head of PSHE and the DSL.

All aims are taught through the three core areas of PSHE, which are: Health and Wellbeing, Relationships and Living in the Wider World. All lessons will cover content in an age-appropriate and developmental manner for CPS pupils.

**Health and Wellbeing** lessons will explore physical wellbeing, healthy lifestyles, mental health, growing up and changing bodies, keeping safe and drugs, alcohol and tobacco.

**Relationships** lessons will explore families and close positive relationships, friendships, managing emotions, managing hurtful behaviour and bullying, safe relationships (Including online) and respecting self and others.

**Living in the Wider World** lessons will explore our shared responsibilities, communities, media literacy and digital resilience and economic wellbeing (money and aspirations, work and career) and British Values.

## **The specific learning objectives can be found in Appendices 1 and 2**

### **Beyond timetabled PSHE lessons**

At Chesham Preparatory School we believe PSHE should be integrated into most aspects of school life, not just be reliant on a single stand alone lesson. Examples of how this is delivered across the school include; assemblies, form times, discussion of current events, circle time, workshops, school trips and visits, school counselling service, weekly focuses, house meetings, whole school and House events, pupil voice, committees and through other subject curriculum areas;

**English:** skills in enquiry and communication, stories that illustrate aspects of personal and social development. Literature exploring different times and cultures e.g Coming to England, Holes, Refugee and Explorer

**Mathematics:** aspects of financial independence, opportunities, problem solving and sharing.

**Science:** Animal and plant life cycles, emotional and physical wellbeing and the environment and the importance of sustainability

**Design & Technology:** Health and Safety, the importance of a healthy diet and basic cooking skills

**Computing:** communicating with others via email, finding information on the internet and checking its relevance; staying safe on the internet, skills for a future career e.g. coding

**History:** use of sources; reasons for and results of historical events, debating, presenting, diversity within societies studied; significant people, events, ideas and experiences of people from the past.

**Geography:** Geographical issues concerning the environment, sustainable development, the study of pupils' own locality and places in different parts of the world, including less economically developed countries.

**Religious education:** Religious and moral beliefs, values, ethics and practices that underpin and influence personal and social issues and relationships, including understanding and respect of people with different beliefs and practices.

**Art:** reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures. Artists studied include Stephen Wiltshire, Abbie Diamond, Lowry, Van Gogh, Andy Warhol, Minty Sainsbury

**Music:** making the most of abilities in playing or singing, cultural diversity, their value and their expression.

**Physical Education and Games:** teaching and learning about health, wellbeing and safety, development of personal and social skills through team and individual activities, games and sports.

**Drama:** A good understanding of characters, roles and subtext of plays will allow pupils to relate better to different situations, context and even cultures. As a result, pupils are encouraged to develop confidence and empathy and the ability to view the world from another persons' perspective without judgement.

### Accessibility for all pupils

In line with the schools Equal Opportunities Policy PSHE provision promotes the needs and interests of all pupils, irrespective of culture, ability, gender, those with English as a second language or personal circumstance. We promote diversity and inclusion and will consider all pupil's needs by providing a full PSHE provision to every pupil. Parents have the right to withdraw from those parts of RSE not within the national curriculum for Science programmes of study and, should this be the case, the school would seek to work with parents or carers to ensure the curriculum is covered at home.

### SEND

Pupils with special educational needs will follow the same PSHE programme as other pupils.

Teachers and support staff will ensure pupils with SEND receive PSHE provision by;

- Differentiation of work and activities where needed
- Whether the content or delivery needs to be adapted/use of IT
- 1:1 support for individual pupils when needed
- Pupils will **not** be removed to catch up work for other subjects as we believe the social development of the child is just as important as the academic achievement
- Guidance used from the [PSHE Association](#)

## **Monitoring and Evaluation, and Assessment of the PSHE Provision**

Staff members responsible for monitoring teaching and learning in PSHE education are:

**Jennie Bateson (Head of PSHE)**

**Hilary Rudol (Designated Safeguarding Lead)**

In PSHE there are two broad areas for monitoring and evaluating progress of the PSHE programme, and though pupils will never be formally assessed, ongoing monitoring and assessment is important to understand pupils' understanding and confidence and also to regularly evaluate our PSHE provision.

1. Children's understanding and knowledge – including knowledge of facts, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy. Pupil friendly approaches are used e.g. quizzes, word searches, games, mind maps, small group discussions, leaflets and Padlet etc.

2. Children's social and emotional development and attitudes. Pupils will have opportunities to learn and practise these, for example, through participating in discussions, role plays and presentations, group tasks, and discussing scenarios. These can be assessed in real and/or simulated activities.

Pupil's work is kept for monitoring and evaluation purposes;

In EYFS to Year 2 this is by using a whole class book and folder that moves throughout the years with the class.

Year 3&4 use individual folders and use baseline and end of topic assessments

Years 5&6 use their Chromebooks alongside Google Classroom where baseline and end of topic assessments are used alongside the above approaches.

### **Our arrangements for consulting with pupils regarding the PSHE provision**

To consult with pupils, we will involve them in regular self-reflection and discussion about their learning and enable them to raise additional learning they feel is needed; we will also consider what has been learned and how it can be implemented successfully in school. For example senior school pupils complete questionnaires via google forms or work collaboratively on a Padlet which are then reviewed by the Head of PSHE and PSHE teachers as a means of reviewing the PSHE programme.

### **Pupil Voice around the School**

The United Nations Convention on the Rights of the Child details the importance of listening to and considering the opinions of children particularly with relation to decisions that affect them. There are numerous benefits from pupil engagement in the wider community, improved teacher pupil relationships and enhanced pupil confidence and self esteem. Pupil opinions are accessed in many ways such as;

- School Council Rep who attend half termly school council meetings
- Form captains

- Suggestion boxes e.g. dining room
- Eco Prefects and Ecowarriors engaging in committees, meetings and assemblies
- Questionnaires and meetings regarding lunches, uniform, House name changes, subject specific information, feedback on trips and activity days, playtime equipment
- Voting Systems Eg. for Christmas lunch dessert, name of new House
- Pupils are encouraged to feedback ideas and thoughts to staff
- Pupils are introduced to the idea of consent through assemblies, PSHE & Science

### **Teaching Sensitive Material**

Sensitive and controversial issues can arise in PSHE sessions, and sometimes current news may cause pupils concern and feel like they would like to talk about it. Teachers need to be aware how topics have the potential to be sensitive to certain pupils. Part of the purpose of PSHE is to enable children to address such issues in a balanced way, in a safe environment.

Teachers use guidance from the PSHE Association on [Handling Complex Issues in the Classroom](#) and are able to email [subject specialists](#) from the PSHE Association for further advice and guidance

It's important for teachers to create a safe and supportive learning environment. This is established by using:

### **Ground Rules and Distancing Techniques**

- Pupils are told that if they have a question but feel it is better to ask on a 1:1 basis, they are encouraged to speak to the teacher at the end of the lesson
- Ground rules are established early on in a lesson or topic
- Distancing techniques are used when necessary in all PSHE education lessons, meaning that children are able to engage with and explore issues deeply without having to discuss their own lives (or the teachers) and experiences.
- Discussion groups vary in size
- Anonymous boxes used for questions or concerns
- Individual pupil concerns will have been discussed before a particular aspect of the curriculum is covered. Appropriate action will be taken (usually through discussions between teachers, form tutors and parents) to avoid embarrassment to a pupil.
- No one (teacher or pupil) should be expected to answer any personal questions.
- No one will be forced to take part in a discussion or answer a question if they are uncomfortable.
- Meanings of words will be explained in a sensible, age/pupil appropriate and factual way. (Appendix 3) Teachers are careful to ensure that their personal beliefs and attitudes do not influence their teaching of PSHE



## **Dealing with sensitive Questions**

It is important that pupils feel able to ask any questions and that their questions are valued. Teachers understand that they need to consider how they respond to questions as sometimes an individual child may ask an explicit or difficult question in the classroom. Teachers will answer questions with phrases such as 'that is an interesting question and I need time to think because I want to give you a proper answer' or 'that is an interesting question and we will be discussing this at a later date when it is more relevant'. This approach also allows teachers time to consult with the Head of PSHE, School Nurse or SMT.

It's important pupils feel able to ask questions and that they are valued and that a teacher will not just ignore a question.

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting. When asking a difficult question pupils are encouraged to ask on a 1:1 basis or use an anonymous box. The teacher will have time to prepare answers to all questions before the next session, and will choose whether to respond to any questions which are inappropriate.
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage immature behaviour.
- If a verbal question is too personal or not appropriate the teacher will address the question later. They may also refer this to the Head of PSHE or DSL to seek advice
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and attend to it later on an individual basis. The teacher must also inform the DSL of such concerns.
- Teachers should not be drawn into providing more information than is appropriate to the age/development of the child
- If a teacher is concerned that a pupil is at risk of abuse the Designated Safeguarding Lead (DSL) should be informed and the usual child protection procedures followed (See Child Protection Policy).

## **Talk Pants (NSPCC)**

The Talk PANTS Scheme is also integrated into our Scheme of Work and used from EYFS to Year 4 as appropriate to the age/development of the pupils.

## **Emotional Wellbeing**

More recently teachers have become acutely aware of pupils' emotional wellbeing and mental health. In order for pupils to be supported, they are given advice, lessons on positive mental health and guidance on how to receive help if they feel they need it. This includes encouragement to speak to a teacher or a member of staff they feel confident with, worry monster's where pupils can leave hand written

messages to notify certain staff, access to school counsellors or the school nurse. We also have external speakers come to speak to the pupils and staff. Once a year the whole school recognises Children's Mental Health week with a series of assemblies, PSHE lessons and a program of activities to promote positive mental health.

### **Confidentiality and Handling Disclosures**

For any child wishing to discuss something confidential relating to the lesson content, an opportunity will be provided and the policies and protocols of the school's safeguarding and confidentiality policies will be adhered to. Teachers are aware that they cannot promise complete confidentiality to pupils. If a pupil makes a disclosure refer to the Child Protection Policy. In the event of a child making a disclosure staff should follow the procedure set out in the Child Protection Policy.

### **Continuing Professional Development**

The professional development needs of all staff in relation to the teaching and learning in PSHE and Citizenship education is regularly assessed and monitored and relevant training and support provided.

- Teaching staff are in regular contact with the Head of PSHE, where support and guidance is provided on specific issues. Any changes in curriculum in line with statutory guidelines and legislation. Teachers are invited to give feedback to the Head of PSHE on topics and resources.
- The Head of PSHE will circulate [CPD training](#) opportunities available from the PSHE Association
- Chesham Preparatory School is a member of the [PSHE Association](#). Both the Head of PSHE and DSL regularly consult with and take guidance from this organisation
- The Head of PSHE is part of a local group PSHE Coordinators from local Prep schools; where good practice is disseminated and sensitive areas discussed
- The Head of PSHE and DSL are able to contact the team at Educational Safeguarding Advisory Service (ESAS) at Bucks County

### **Working with Parents and Carers**

We are committed to working with parents and carers; we believe that their understanding of PSHE and what their children will be learning is vital in gaining the desired outcomes.

The curriculum overviews are shared with parents and carers. Parents and carers are also contacted via email when sensitive topics are being taught in PSHE and Science. The PSHE and RSE policies are available on the school website, plus parents are made aware when changes are made to these policies in line with Government recommendations. PSHE teachers and the Head of PSHE are also available to answer questions regarding the PSHE Programme and are happy to meet with parents or carers to discuss any concerns they may have, as well as share resources .

We are committed to following government guidance on the rights and responsibilities of parents and carers concerning PSHE.

### **Working with speakers and external agencies**

We believe working with outside agencies and community groups enhances and enriches the PSHE curriculum. Learning objectives and outcomes are always pre arranged and teachers will always be present to manage the learning and ensure it is safe. The School uses guidance from the PSHE Association on the use of external speakers and agencies.

Examples of external speakers, agencies and visits include; visiting fire and Police officers and dentist for EYFS, Year 1 & 2 have an assembly with the school nurse about basic first aid and safety and Year 6 have a First Aid course with the school nurse. Year 5 visit Hazard Alley Safety Centre and all year groups receive Online Safety sessions from Hazard Alley.

### **Right to Withdraw**

Parents have the right to withdraw their children from those parts of RSE not within the national curriculum for science programmes of study. Please refer to the RSE Policy for further information on contacting the school.

Subject Review and Audit - every 3 years

### **Reviewing and Updating the Policy**

**Policy reviewed and updated: September 2024**

**Next review: September 2025**

**Person responsible: Head of PSHE/The Headmaster**

## **Appendix**

**Further Reading from the PSHE Association : [What it Covers and Why it Works](#)**

### **Appendix 1 PSED themes taught in EYFS**

**Super me** recognise and celebrate their own abilities, differences and sense of self

**How I feel** identify, explore and manage different feelings and emotions

**Look what I can do** master important life skills such as getting dressed, using cutlery and helping to tidy up

**My body** understand healthy routines and the importance of looking after their bodies

**Being safe** understand how to identify possible dangers and how they can overcome them

**Positive relationships** understand about positive relationships, resolving conflict and friendship

**Working together** understand and follow rules, take turns with others, and share

**Reach for the stars** learn skills to develop their resilience, confidence and focused attention

**Me and my world** Learn about people who help us, respecting the environment and the wider world

## **Appendix 2 Key Stage 1 and 2 Learning Objectives as specified by the PSHE Association**

### **KS1**

**Years 1 and 2 will cover these learning objectives:**

## **Health and Wellbeing**

### ***Healthy lifestyles (physical wellbeing)***

- H1. what keeping healthy means; different ways to keep healthy
- H2. foods that support good health and the risks of eating too much sugar
- H3. how physical activity helps us to stay healthy; ways to be physically active everyday
- H4. why sleep is important and different ways to rest and relax
- H5. simple hygiene routines that can stop germs from spreading
- H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
- H7. dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
- H8. how to keep safe in the sun and protect skin from sun damage
- H9. different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
- H10. the people who help us to stay physically healthy

### ***Mental health***

- H11. different feelings that humans can experience
- H12. how to recognise and name different feelings
- H13. how feelings can affect people's bodies and how they behave
- H14. how to recognise what others might be feeling
- H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things
- H16. ways of sharing feelings; a range of words to describe feelings
- H17. things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
- H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good

H19. to recognise when they need help with feelings; that it is important to ask for help with feelings and how to ask for it

H20. change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

### **Ourselves, growing and changing**

H21. to recognise what makes them special

H22. to recognise the ways in which we are all unique

H23. to identify what they are good at, what they like and dislike

H24. how to manage when they are finding things difficult

H25. to name the main parts of the body including genitalia (e.g. vulva, vagina, penis, testicles)

H26. growing and changing from young to old and how people's needs change

H27. preparing to move to a new class/year group

### **Keeping safe**

H28. rules and age restrictions that keep us safe

H29. to recognise risk in simple everyday situations and what action to take to minimise harm

H30. how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)

H31. that household products (including medicines) can be harmful if not used correctly

H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely

H33. the people whose job it is to help keep us safe

H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

H35. what to do if there is an accident and someone is hurt

H36. how to get help in an emergency (how to dial 999 and what to say)

### ***Drugs, alcohol and tobacco***

H37. things that people can put into their body or on their skin; how these can affect how people feel

## Relationships

### ***Families and close positive relationships***

- R1. the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- R2. to identify the people who love and care for them and what they do to help them feel cared for
- R3. different types of families, including those that may be different to their own
- R4. to identify common features of family life
- R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

### ***Friendships***

- R6. how people make friends and what makes a good friendship
- R7. how to recognise when they or someone else feels lonely and what to do
- R8. simple strategies to resolve arguments between friends positively
- R9. how to ask for help if a friendship is making them feel unhappy

### ***Managing hurtful behaviour and bullying***

- R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online
- R11. how people may feel if they experience hurtful behaviour or bullying
- R12. that hurtful (offline and online) behaviour - including teasing, name-calling, bullying and deliberately excluding others - is not acceptable; how to report bullying; the importance of telling a trusted adult

### ***Safe relationships***

- R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
- R14. understanding that sometimes people may behave differently online, including a person pretending to be someone they are not
- R15. how to respond safely to adults they don't know
- R16. how to respond if physical contact makes them feel uncomfortable or unsafe
- R17. knowing there are situations when they should ask for permission and also when their own permission should be sought

R18. the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)

R19. understanding that they may feel pressure do something they don't want to do, which may make them unsafe; basic techniques for resisting this

R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; to keep trying until they are heard and the importance of this

### ***Respecting self and others***

R21. what is kind and unkind behaviour and how this can affect others

R22. how to treat themselves and others with respect; how to be polite and courteous

R23. to recognise the ways in which they are the same and different to others

R24. how to listen to other people and play and work cooperatively

R25. how to talk about and share their opinions on things that matter to them

## **Living in the Wider World**

### ***Shared responsibilities***

L1. what rules are, why they are needed and why different rules are needed for different situations

L2. how people and other living things have different needs; the responsibilities of caring for them

L3. things they can do to help look after their environment

### ***Communities***

L4. the different groups they belong to

L5. the different roles and responsibilities people have in their community

L6. to recognise the ways they are the same as, and different to, other people

### ***Media literacy & digital resilience***

L7. how the internet and digital devices can be used safely to find things out and to communicate with others L8. the role of the internet in everyday life

L9. understanding that not all information seen online is true

### ***Economic wellbeing: Money***

L10. what money is; forms that money comes in; that money comes from different sources



- L11. that people make different choices about how to save and spend money
- L12. the difference between needs and wants; that sometimes people may not always be able to have the things they want
- L13. that money needs to be looked after; different ways of doing this

***Economic wellbeing: Aspirations, work and career***

- L14. that everyone has different strengths
- L15. that jobs help people to earn money to pay for things
- L16. different jobs that people they know or people who work in the community do
- L17. some of the strengths and interests someone might need to do different jobs

**Year 1 and 2 will be taught through the following units:**

Autumn 1	Autumn 2
Yr 1 & 2 <b>TEAM</b> (Teamwork) Yr 1 & 2 <b>Digital Wellbeing</b> (Internet Safety)	Yr 1 & 2 <b>Think Positive</b> (Managing Emotions) Yr 1 & 2 <b>One World</b> (Different Places)
Spring 1	Spring 2
Yr 1 & 2 <b>Be Yourself</b> (Confidence) Yr 1 & 2 <b>Diverse Britain</b> (Community)	Yr 1 & 2 <b>Growing Up</b> Yr 1 & 2 <b>Safety First</b> (Keeping Safe)
Summer 1	Summer 2
Yr 1 & 2 <b>VIP</b> (Positive Relationships) Yr 1 & 2 <b>Money Matters</b> (Spend or Save)	Yr 1 & 2 <b>It's My Body</b> (Looking after My Body) Yr 1 & 2 <b>Aiming High:</b> (Aspirations)

## KS2

**Years 3, 4, 5 and 6 will cover these objectives in an age-appropriate way:**

## Health and Wellbeing

***Healthy lifestyles (physical wellbeing)***

- H1. how to make informed decisions about health
- H2. the elements of a balanced, healthy lifestyle
- H3. choices that support a healthy lifestyle and recognise what might influence these
- H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle

- H5. what good physical health means; how to recognise early signs of physical illness
- H6. what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet, including obesity and tooth decay
- H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
- H8. how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, a person's feelings, their behaviour and the ability to learn
- H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it
- H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed
- H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)
- H12. the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage, sun/heat stroke and reducing the risk of skin cancer
- H13. the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online
- H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

### ***Mental health***

- H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
- H16. strategies and behaviours - including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends - can support mental health and wellbeing
- enship Sample Policy
- H17. to recognise that feelings can change over time and range in intensity
- H18. everyday things that affect feelings and the importance of expressing feelings
- H19. a varied vocabulary to use when talking about feelings; how to express feelings in different ways
- H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; that it is important to discuss feelings with a trusted adult

H23. change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement

H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

### ***Ourselves, growing and changing***

H25. personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

H26. that for some people, gender identity does not correspond with their biological sex

H27. to recognise their individuality and personal qualities

H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth

H29. how to manage setbacks/perceived failures, including how to reframe unhelpful thinking

H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

H31. the physical and emotional changes that happen when approaching puberty and during it (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

H32. how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

H33. the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for

H34. about where to get more information, help and advice about growing and changing, especially about puberty H35. new opportunities and responsibilities that increasing independence may bring

H36. strategies to manage transitions between classes and key stages

### ***Keeping safe***

H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing, with reference to social media, television programmes, films, games and online gaming

H38. how to predict, assess and manage risk in different situations

H39. hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe

H40. the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully)

H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about

H42. the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

H43. what is meant by first aid; basic techniques for dealing with common injuries

H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say

H45. that female genital mutilation (FGM) is against British law; what to do and whom to tell if they think they or someone they know might be at risk

(\*permanently under review - taking into account pupils and families that attend CPS. Currently CPS feel this is not applicable)

### ***Drugs, alcohol and tobacco***

H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others

H48. why people choose to use or not use drugs (including nicotine, alcohol and medicines)

H49. the mixed messages in the media about drugs, including alcohol and smoking/vaping

H50. the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

## **Relationships**

### ***Families and close positive relationships***

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different

R3. marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong

R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others

R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart

R6. that a feature of positive family life is caring relationships; the different ways in which people care for one another

R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability

R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together, being there for each other in times of difficulty

R9. how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice

### ***Friendships***

R10. the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

R12. to recognise what it means to 'know someone online' and how this differs from knowing someone offline; the risks of communicating online with others who are not known in an offline capacity

R13. the importance of seeking support if feeling lonely or excluded

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

Citizenship Sample Policy

R16. how friendships can change over time, making new friends and the benefits of having different types of friends R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

### ***Managing hurtful behaviour and bullying***

R19. the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R20. strategies to respond to hurtful behaviour, experienced or witnessed and offline or online (including teasing, name calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

R21. discrimination - what it means and how to challenge it

### ***Safe relationships***

R22. privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

R23. why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns

R24. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

R26. seeking and giving permission (consent) in different situations

R27. keeping something confidential or secret, when this should or should not be agreed to (e.g. a birthday surprise that others will find out about) and when it is right to break a confidence or share a secret

R28. how to recognise pressure from others to do something unsafe or to do something that makes them feel uncomfortable and strategies for managing this

R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

### ***Respecting self and others***

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

R32. respecting the differences and similarities between people and recognising what they have in common with others, e.g. physically, in personality or background

zanship Sample Policy

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

## **Living in the Wider World**

### ***Shared responsibilities***

L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws

L2. to recognise there are human rights and they are there to protect everyone

L3. the relationship between rights and responsibilities

L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

### ***Communities***

L6. the different groups that make up their community; what living in a community means

L7. to value the different contributions that people and groups make to the community

L8. diversity and what it means; the benefits of living in a diverse community; valuing diversity within communities

L9. stereotypes and how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

L10. prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

To ensure full coverage of the non-statutory guidance for Citizenship, Twinkl Life's Scheme of Work for PSHE and Citizenship also covers the following objective from the DfE Citizenship Programme of Study: 2g. what democracy is, and about the basic institutions that support it locally and nationally.

### ***Media literacy & digital resilience***

L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; how to make safe, reliable choices from search results L13. some of the different ways information and data is shared and used online, including for commercial purposes

L14. how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information

L15. recognise that some things are appropriate to share and some things should not be shared on social media; rules surrounding distribution of images

L16. how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

### ***Economic wellbeing: Money***

L17. the different ways to pay for things and the choices people have about this

L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'

L19. that people's spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics, or giving to charity)

- L20. to recognise that people make spending decisions based on priorities, needs and wants
- L21. different ways to keep track of money
- L22. risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
- L23. the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
- L24. to identify the ways that money can impact on people's feelings and emotions

***Economic wellbeing: Aspirations, work and career***

- L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
- L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life
- L27. stereotypes in the workplace and that a person's career aspirations should not be limited by them
- L28. things that may influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)
- L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
- L30. skills that may help them in their future careers, e.g. teamwork, communication and negotiation
- L31. to identify the kind of job that they might like to do when they are older
- L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

**Years 3-6 will be taught through the following units:**

Autumn 1	Autumn 2
<b>Yr 3 Aiming High</b> Y(Living in the Wider World)	<b>Yr 3 Digital Wellbeing</b> (Relationships)
<b>Yr 4 VIP</b> (Relationships)	<b>Yr 4 Diverse Britain</b> (Living in the Wider World)
<b>Yr 5 Aiming High</b> (Living in the Wider World)	<b>Yr 5 Digital Wellbeing</b> (Relationships)
<b>Yr 6 Diverse Britain</b> (Living in the Wider World)	<b>Yr 6 One World</b> (Living in the Wider World)
Spring 1	Spring 2



<b>Yr 3 Team</b> (Relationships)	<b>Yr 3 Be Yourself</b> (Relationships)
<b>Yr 4 Think positive</b> (Health and Wellbeing)	<b>Yr 4 One World</b> (Living in the Wider World)
<b>Yr 5 Team</b> (Relationships)	<b>Yr 5 Be Yourself</b> (Relationships)
<b>Yr 6 VIP</b> (Relationships)	<b>Yr 6 Think positive</b> (Health and Wellbeing)
<b>Summer 1</b>	<b>Summer 2</b>
<b>Yr 3 Money Matters</b> (Living in the Wider World)	<b>Yr 3 Growing Up</b> (Health and Wellbeing)
<b>Yr 4 Safety First</b> (Health and Wellbeing)	<b>Yr 4 It's My Body</b> (Health and Wellbeing)
<b>Yr 5 Money Matters</b> (Living in the Wider World)	<b>Yr 5 Growing Up</b> (Health and Wellbeing)
<b>Yr 6 It's My Body</b> (Health and Wellbeing)	<b>Yr 6 Safety First</b> ( Health and Wellbeing)

## **Appendix 3**

### **Agreed language in PSHE and Science**

#### **PSHE**

##### **Year 1**

Male, female, vagina, penis, testicles, breasts, bottom.

##### **Year 2**

Vagina, penis, testicles, anus, breasts, public, private, male, female.

##### **Year 3**

Male, female, vagina, vulva, womb, uterus, baby, nutrients, survive, care, love, affection, penis, testicles, breasts, grow, boyfriend, girlfriend.

##### **Year 4**

Penis, testicles, vagina/vulva, womb/uterus, girlfriend, boyfriend.

##### **Year 5**

Puberty, menstruation, periods, ovary/ovaries, vagina, oestrogen, vulva, womb/uterus, fallopian tube/oviduct, change, grow, mature, private parts, up and down emotions, erection, puberty, body odour, testicles/testes, larynx, facial hair, growth spurt, hormones, fertilisation, pregnancy, gender identity, asexual, heterosexual, homosexual

##### **Year 6**

Puberty, boyfriend, girlfriend, change, grow, mature, private parts, genitals, reproductive organs, menstruation, uterus, vulva, fallopian tubes, oviduct, ovary/ovaries, cervix, vagina, penis, testicles, scrotum, sperm, semen, pubic hair, erection, ejaculation, egg, sexual intercourse, conception, embryo, pregnant, birth, breasts, period, blood, discharge, sanitary towel, tampon, body odour, sweat, wet dream, labia, discharge, sanitary towels, tampons, gender identity, consent

#### **Science**

##### **Year 1**

Head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, private parts.

##### **Year 2**

Baby, toddler, child, teenager, adult.

##### **Years 3 and 4**

Male, female pollination, pollen, male, ovule, female, seed.

##### **Years 5**

Male, female, reproduction, offspring, live birth, asexual reproduction, sexual reproduction, gestation period, internal and external fertilisation

## **Year 6**

Male, female, gestation period, pregnancy, live birth, asexual and sexual reproduction, sperm, ovum, internal fertilisation, external fertilisation, sexual intercourse, egg, pubic hair, breasts, vagina, vulva penis, testicles, scrotum, erection, sperm duct, urethra, uterus/womb, cervix, fallopian tubes/oviducts, ovaries, biological sex, gender identity, menstrual cycle, menstruation, hormones, testosterone, oestrogen, conception consent, embryo, foetus, placenta, umbilical cord, labour, contractions, cervix, midwife.