



This policy belongs to

**Tibberton CE Primary School and
St. Lawrence CE Primary School
Federation**

**Personal, Social, Health, Education
(PSHE) Policy**

Consultation with Staff & Governors and adoption of policy: Summer Term 2023

Review Date: Summer term 2026

PSHE POLICY 2023

This policy supports a whole school approach to PSHE and Citizenship (PSHE) in the curriculum, and throughout the life of the school and its community. It is consistent with current legislative frameworks and non-statutory guidance. This policy takes account of the requirement that all schools with primary aged children must teach Relationships Education and Health Education from September 2020. We will teach these two statutory subjects in the context of our wider Personal, Social, Health Education (PSHE) curriculum.

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

The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. It must also 'promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.'

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

Defining PSHE

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

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

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

Our Intent

To embed the foundation of life skills across all contexts so that pupils' have an awareness of themselves and the impact of their relationships with others.

Aims of the PSHE Policy

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

The policy aims to:

- *explain the central role PSHE plays in the life of the school and in children's learning, within the context of national and local guidance*
- *ensure that the entire school community understands the role of PSHE in the ethos of the school*
- *ensure a consistent approach to planning and delivering PSHE*
- *ensure that children receive an entitlement curriculum with progression and a high quality experience of teaching and learning*
- *ensure that staff have the knowledge, understanding and skills to deliver the PSHE curriculum*
- *support the PSHE coordinator in monitoring, reviewing and developing practice.*

Related Policies

This policy acts as an overarching policy for theme-specific policies and guidance in the following areas: Anti-bullying and Relationship and Sex Education. These policies include more detailed explanation of how these themes will be delivered. It is also linked to and is delivered in the context of the following policies: Relationships Education, Health Education, Behaviour, Safeguarding, Anti-bullying, Spiritual, Moral, Social and Cultural (SMSC) development, SEN/Inclusion, Equality and Diversity, Health and Safety, Emotional Health and Wellbeing, Visitors, ICT/Computing (including E-safety & Acceptable Use policy).

Implementation

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

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

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

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

Economic Wellbeing: including Financial Capability.

Inclusion, Equality and Diversity

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

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

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

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our children and, in acknowledging and exploring different views and beliefs, seek to promote respect and understanding. We are particularly aware of our duties under the Equalities Act and will ensure that all children with protected characteristics, or whose family members may have protected characteristics, see themselves reflected in our PSHE provision. We will achieve this by careful selection of teaching resources and children's fiction (see Appendix A).

We recognise that PSHE is a prime location for proactive teaching of skills relating to empathy, acceptance and respect for diversity and expect our pupils to show a high regard for the needs of others. PSHE is an important vehicle for addressing both cultural and gender issues and for promoting equal opportunities and access for all.

British Values

The British Government believes that, 'British society is founded on fundamental values and principles, which all those living in the UK should respect and support. These values are reflected in the responsibilities, rights and privileges of being a British citizen or permanent resident of the UK. These values are democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. Pupils will encounter these principles every day within school through our promotion of spiritual, moral, social and cultural understanding. We have a democratically elected School Council and House Captains whose representatives meet to share pupils views and who are involved in key decision making throughout school.

SMSC

At Tibberton and St Lawrence we recognise the importance of the Social, Moral, Spiritual and Cultural development of all children and hence school has a responsibility to ensure that our school curriculum provides opportunities for all children to develop these skills. The development of Social, Moral, Spiritual and Cultural understanding threads throughout our school curriculum and is evidenced in everything we do. The development of SMSC supports our school ethos. At Tibberton and St Lawrence, we uphold the values that produce children who will be positive citizens in a forever changing world.

Confidentiality and Safeguarding

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

Adults will ensure that children understand what adults (and their peers) may and may not keep confidential. If visitors are working in a classroom or other teaching situation, they will follow the school's policies/guidance on confidentiality and on safeguarding, and other relevant school policies.

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

Involving the Whole School Community

Staff and governors

Within the context of the School Development Plan, support and training will be made available to all staff as appropriate. This includes allocating time at staff meetings to introduce new areas of work and to review the effectiveness of the approaches used. Staff members are informed about the location and content of policies that apply throughout the school. The governing body as a whole too plays an active role in monitoring, reviewing and developing the policy and its implementation in school.

Pupils

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

- We will involve pupils in the evaluation and development of their PSHE in ways appropriate to their age.
- We will seek opportunities to discuss children's views about the content of their PSHE lessons within our planned themes.
- We will engage children in areas of whole school development such as healthy lifestyles work so that their learning does not only take place in classroom settings.

Parents

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

- informing parents/carers by on the website and on our online platform, Seesaw, of forthcoming PSHE topics and their content
- informing parents/carers about aspects of the PSHE curriculum through weekly class newsletters
- including out of school learning/family learning opportunities within our curriculum for PSHE, and encouraging children to share at home their learning about all aspects of PSHE

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

External agencies and the wider community

Where appropriate we use visits and visitors from outside agencies or members of the community to support the PSHE programme. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils.

External trips and residential visits make a significant contribution to children's personal development. When planning such visits, we use opportunities to promote children's learning in relevant areas of the PSHE curriculum (for example, relationship skills, group work skills, communication skills, healthy lifestyles, managing risk, safety). Our partnership with the local community is a significant part of school life, and we recognise and value its contribution to the PSHE programme. Many of our links with the community enable us to practise active Citizenship. We include a range of opportunities for community involvement and activities, such as:

- links with the church (e.g. harvest festival)
- charity fundraising (e.g. links with the local food bank, supporting events such as Comic Relief and Children in Need)
- school clubs (e.g. choir, sports clubs)
- links with local services (e.g. visits from the Police Community Support Officer)

Curriculum Organisation

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

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

We recognise the increased importance of PSHE within our timetable, now that Relationships Education and Health Education have become statutory. We will ensure that it has equal status with other foundation subjects in the curriculum. Children receive their entitlement for learning in PSHE through a progressive, spiral curriculum. Our PSHE programme is delivered through a variety of opportunities for children of all ages, including:

- designated timetabled lessons in PSHE
- subjects across the curriculum,
- enrichment weeks/days,
- visitors,
- residential and day visits,
- assemblies on our school's values
- small group interventions,

We recognise that PSHE is best taught by adults who know our children well and will primarily be taught by the class teacher, supported by other members of staff where appropriate.

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

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

Ground Rules

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

Answering Questions

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

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

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

Teaching Materials

We use primarily the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering PSHE. We also use the Shropshire Respect Yourself programme and the Sense DVD recommended in this, and resources from other providers such as Stonewall, Amaze, Olly and Pop, British Red Cross (First Aid Champions), the BBC, NSPCC, Young Citizens, and EC Publishing.

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

We will use children's books, both fiction and non-fiction, extensively within our PSHE programme. Teachers will always read and assess the books before using them to ensure they are appropriate for the planned work and consider the needs and circumstances of individual children in the class when reading texts.

As part of our reading offer, for one week each term throughout school, texts used in guided reading sessions (Appendix C) will have a shared PSHE focus such as Black History Month (October), Anti-bullying Week (November), LGBTQ+ Awareness Month (February), Celebrating Diversity (March), World Day of Cultural Diversity (March) and events linked to current affairs (Summer 2 Term).

Impact

We assess children's learning in PSHE in line with approaches used in the rest of the curriculum, including the use of self-assessment through Microsoft Forms and teacher assessment. The focus of our assessments will follow the guidance in the Cambridgeshire Primary PDP. We will also use a class record book to record whole class discussions and group work in PSHE.

Appendix A (PSHE Texts used across school)

Protected Characteristics Texts

The following texts help children to:

Understand that all families are different

Challenge stereotypes

Make their own choices

Understanding who they are

Celebrate all ages

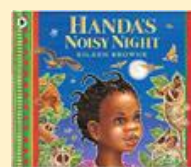
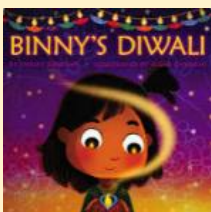
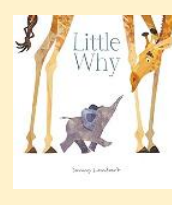
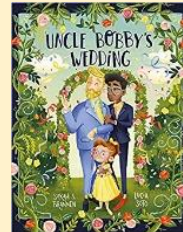
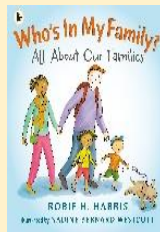
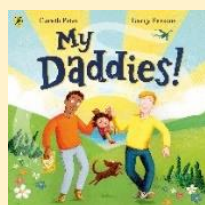
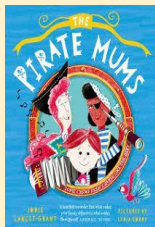
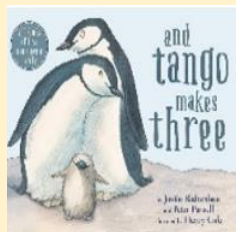
Celebrate all religions and beliefs

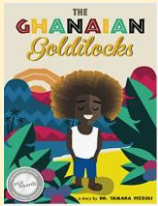
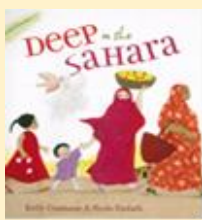
Celebrate diversity

Celebrate equality (disabilities/sex)

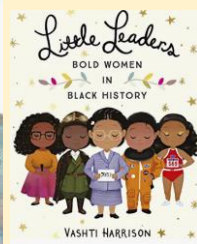
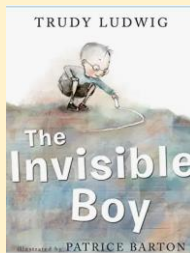
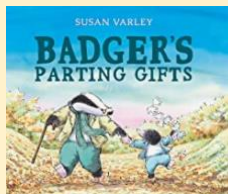
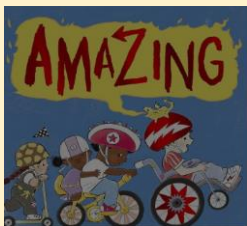
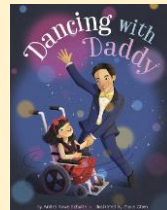
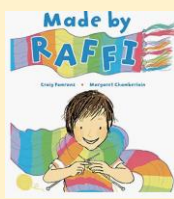
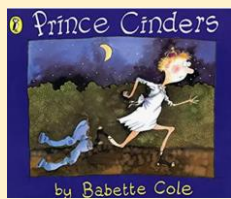
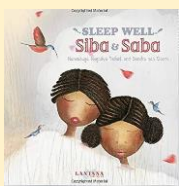
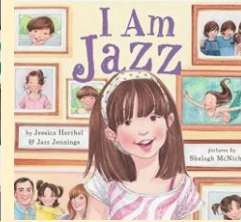
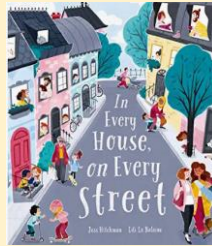
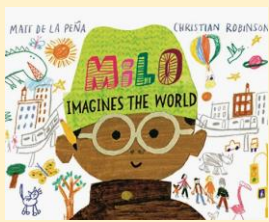
Celebrate differences

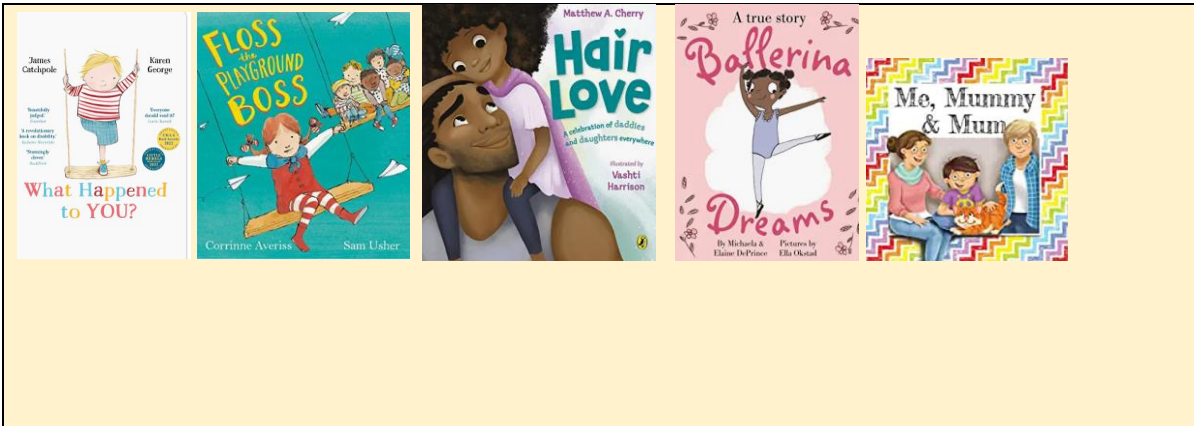
Reception



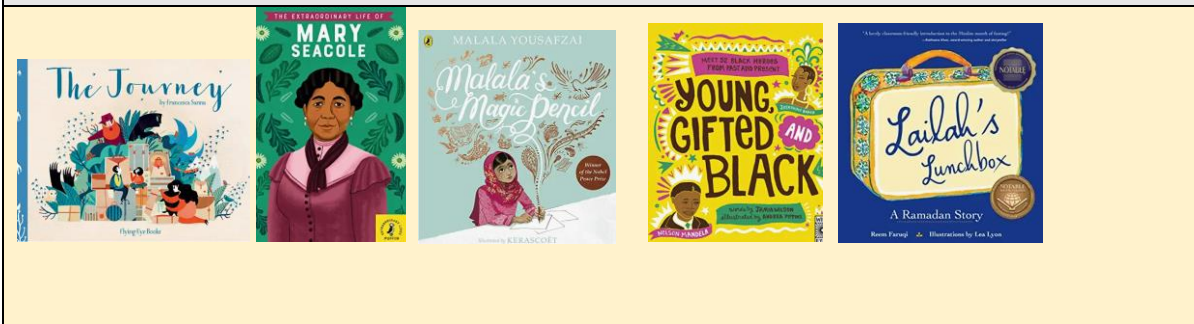


Key Stage 1





Lower Key Stage 2



Upper Key Stage 2



Appendix B (School PSHE Plan Cycle A and B)

Year	Autumn	Spring	Summer
Class 1 Reception (Links to EYFS 2021)	<p>Myself and My Relationships 1 Beginning and Belonging (NB, GFG)</p> <ul style="list-style-type: none"> • How am I special and what is special about other people in my class? • What have I learnt to do and what would I like to learn next? • How do we welcome new people to our class? • What can I do to make the classroom a safe and happy place? • How can I play and work well with others? • How can I respect the needs of others? • How does my behaviour make other people feel? 	<p>Citizenship 2 Me and My World</p> <ul style="list-style-type: none"> • Who are the people who help to look after me and my school? • How can I help to look after my school? • How can I help to care for my things at home? • Where do I live and what are the different places and features in my neighbourhood? • Who are the people who live and work in my neighbourhood including people who help me? • How can we look after the local neighbourhood and keep it special for everybody? • What do animals and plants need to live and how can I help to take care of them? • What is money and why do we need it? • How do we save money? 	<p>Healthy and Safer Lifestyles 3 Healthy Lifestyles</p> <ul style="list-style-type: none"> • What things can I do when I feel good and healthy? • What can't I do when I am feeling ill or not so healthy? • What can I do to help keep my body healthy? • Do I understand why food and drink are good for us? • Do I understand what exercise is and why it is good for us? • Do I understand why rest and sleep are good for us?
	<p>Myself and My Relationships 2 My Family and Friends - Including Anti-bullying (GOFO, SNTB)</p> <ul style="list-style-type: none"> • Who are my special people and why are they special to me? • Who is my family and how do we care for each other? • What is a friend? • How can I be a good friend? • How do I make new friends? • How can I make up with friends when I have fallen out with them? • How does what I do affect others? • Do I know what to do if someone is unkind to me? 	<p>Citizenship 1 Identities and Diversity</p> <ul style="list-style-type: none"> • Who are the people in my class and how are we similar to and different from each other? • Who are the different people who make up a family? • What things are especially important to my family and me? • What are some of the similarities and differences in the way people including families live their lives? • How can we value different types of people including what they believe in and how they live their lives? • How do we celebrate what we believe in and how is this different for different people? 	<p>Healthy & Safer Lifestyles My Body & Growing Up</p> <ul style="list-style-type: none"> • What does my body look like? • How has my body changed as it has grown? • What can my body do? • What differences and similarities are there between our bodies? • How can I look after my body and keep it clean? MS • How am I learning to take care of myself and what do I still need help with? MS • Who are the members of my family and trusted people who look after me? • How do I feel about growing up?
	<p>Myself and My Relationships 3 My Emotions (C, R, GTBM)</p> <ul style="list-style-type: none"> • Can I recognise and show my emotions? • Can I recognise emotions in other people and say how they are feeling? • Do I know what causes different emotions in myself and other people? • How do I and others feel when things change? • Do I know simple ways to make myself feel better? • How can I help to make other people feel better? 	<p>Healthy & Safer Lifestyles Keeping Safe</p> <ul style="list-style-type: none"> • What are some situations where I need to think about how to keep myself safer? • Do I understand simple safety rules for when I am at home, at school and when I am out and about? • What are the clues my body gives me if I am feeling unsafe? MS • Can I say 'No!' if I feel unsafe or unsure about something? MS • Can I ask for help and tell people who care for me if I feel unsafe, worried or upset? SR • Who are the people who help to keep me safe? PP • What goes on to and into my body and who puts it there? MS • Why do people use medicines? MS • What are the safety rules relating to medicines and who helps me with these? MS 	

Class 2
Y1/2

<p>Myself & My Relationships My Emotions (ME 1/2)</p> <ul style="list-style-type: none"> • What am I good at and what is special about me? RR • How can I stand up for myself? RR • Can I name some different feelings? MW • Can I describe situations in which I might feel happy, sad, cross etc? MW • How do my feelings and actions affect others? MW • How do I manage some of my emotions and associated behaviours? MW • What are the different ways people might relax and what helps me to feel relaxed? MW • Who do I share my feelings with? MW 	<p>Citizenship Diversity and Communities (DC 1/2)</p> <ul style="list-style-type: none"> • What makes me 'me', what makes you 'you'? RR • Do all boys and all girls like the same things? RR • What is my family like and how are other families different? FP • What different groups do we belong to? RR • What is a <u>stereotype</u> and can I give some examples? RR • Who helps people in my locality and what help do they need? MW • What does 'my community' mean and how does it feel to be part of it? MW • How do people find out about what is happening in my community? MW • How do we care for animals and plants? • How can I help look after my school? 	<p>Healthy & Safer Lifestyles Digital Lifestyles (TG Digital Lifestyles)</p> <ul style="list-style-type: none"> • What are some examples of ways in which I use technology and the internet and what are the benefits? OR • What is meant by "identity" and how might someone's identity online be different from their identity in the physical world? OR • What are some examples of online content or contact which might mean I feel unsafe, <u>worried</u> or upset? OR • What sort of information might I choose to put online and what do I need to consider before I do so? OR • When might I need to report something and how would I do this? OR • What sort of rules can help to keep us safer and healthier when using technology? IS • Who can help me if I have questions or concerns about what I experience online or about others' online behaviour? IS
<p>Myself & My Relationships Anti-bullying (AB 1/2)</p> <ul style="list-style-type: none"> • Why might people fall out with their friends? CF • Can I describe what bullying is? RR • Do I understand some of the reasons people bully others? RR • Why is bullying never acceptable or respectful? RR • How might people feel if they are being bullied? MW • Who can I talk to if I have worries about friendship difficulties or bullying? RR • How can I be assertive? RR • Do I know what to do if I think someone is being bullied? RR • How do people help me to build positive and safe relationships? CF • What does my school do to stop bullying? RR 	<p>Healthy & Safer Lifestyles Managing Safety and Risk (MSR 1/2)</p> <ul style="list-style-type: none"> • What are risky situations and how might I feel? MW • What is my name, address and phone number and when might I need to give them? BFA • What is an emergency and who can help? BFA • What makes a place or activity safe for me? MW • What are the benefits and risks for me when walking near the road, and how can I stay safer? MW • What are the benefits and risks for me in the sun and how can I stay safer? HP • What do I enjoy when I'm near water and how can I stay safer? MW • What are the risks for me if I am lost and how can I get help? BS • How can I help to stop simple accidents from happening and how can I help if there is an accident? BFA 	<p>Shropshire Respect Yourself Programme Choices and Challenges/Changes (individual year group plans)</p> <p>Healthy & Safer Lifestyles Healthy Lifestyles (HL 1/2)</p> <ul style="list-style-type: none"> • How can I stay as healthy as possible? HP • What does it feel like to be healthy? MW • What does healthy eating mean and why is it important? HE • Why is it important to be active & what are the opportunities for physical activity? PHF • What foods do I like and dislike and why? • What can help us eat healthily? HE • Why do we need food? • What healthy choices can I make?

Class 3
Y3/4

<p>Myself & My Relationships My Emotions (ME 3/4)</p> <ul style="list-style-type: none"> • Why is it important to accept and feel proud of who we are? RR • What does the word 'unique' mean and what do I feel proud of about myself? RR • Why is mental wellbeing as important as physical wellbeing? MW • How can I communicate my emotions? MW • Can I recognise some simple ways to manage difficult emotions? MW • What does it mean when someone says I am "<u>over-reacting</u>" and how do I show understanding towards myself and others? MW • How do my actions and feelings affect the way I and others feel? MW • How do I care for other people's feelings? MW • Who can I talk to about the way I feel? MW • How can I disagree without being disagreeable? RR 	<p>Citizenship Diversity and Communities (DC 3/4)</p> <ul style="list-style-type: none"> • What have we got in common and how are we different? RR • How might others' expectations of girls and boys affect people's feelings and choices? RR • How are our families the same and how are they different? FP • Do people who live in my locality have different traditions, cultures and beliefs? RR • How does valuing diversity benefit everyone? RR • Why are stereotypes unfair and how can I challenge them? RR • How do people in my locality benefit from being part of different groups? MW • What are the roles of people who support others with different needs in my community? MW • How does the media work in my community? MW • How can we care for the local environment and what are the benefits? • What do animals need, and what are our responsibilities? 	<p>Healthy & Safer Lifestyles Digital Lifestyles (TG Digital Lifestyles)</p> <ul style="list-style-type: none"> • How might my use of technology change as I get older, and how can I make healthier and safer decisions? OR • How does my own and others' online identity affect <u>my</u> decisions about communicating <u>online</u>? OR • How might people with similar likes & interests get together online? OR • Can I explain the difference between "liking" and "trusting" someone online? OR • What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or contact? OR • When looking at online content, what is the difference between opinions, <u>beliefs</u> and facts? OR • Why is it important to ration the time we spend using technology and/or online? ISH • How might the things I see and do online affect how I feel and how healthy I am, and how can I get support when I need it? ISH • Why are social media, some computer games, online <u>gaming</u> and TV/films age restricted and how does peer influence <u>play</u> a part in my decision making? ISH
<p>Myself & My Relationships Anti-bullying (AB 3/4)</p> <ul style="list-style-type: none"> • How are falling out and bullying different? CF • How do people use power when they bully others? RR • What are the key characteristics of different types of bullying? RR • How can lack of respect and empathy towards others lead to bullying? RR • What is the difference between direct and indirect forms of bullying? RR • What are bystanders and followers and how might they feel? MW • Do I understand that bullying might affect how people feel for a long time? MW • How can I support people I know who are being bullied by being assertive? RR • How does my school prevent bullying and support people involved? RR 	<p>Healthy & Safer Lifestyles Managing Safety and Risk (MSR 3/4)</p> <ul style="list-style-type: none"> • How do I feel in risky situations and how might my body react? MW • Can I make decisions in risky situations and might my friends affect these decisions? • When might I meet <u>adults</u> I don't know & how can I respond safely? BS • What actions could I take in an emergency or accident and how can I call the emergency services? BFA • What are the benefits of using the roads and being near water and how can I reduce the risks? MW • How is fire risky and how can I reduce the risks? • How do I keep myself safe during activities and visits? • How can I stop accidents happening at home and when I'm out? 	<p>Shropshire Respect Yourself Programme Choices and Challenges/Changes (individual year group plans)</p> <p>SEED Eating Disorder Kit</p> <p>Healthy & Safer Lifestyles Healthy Lifestyles (HL 3/4)</p> <ul style="list-style-type: none"> • What does healthy eating and a balanced diet mean? HE • What is an active lifestyle and how does it help me to be healthier? PHF • What is mental wellbeing and how is it affected by my physical health? MW • How much sleep do I need & what happens if I don't have enough? HP • How do nutrition and physical activity work together? • How can I plan and prepare simple, healthy meals safely? HE • How can I look after my teeth and why is it important? HP • Who is responsible for my lifestyle choices and how are these choices influenced?

Class 4 Y5/6	Myself & My Relationships My Emotions (ME 5/6) <ul style="list-style-type: none"> • How can we make mental wellbeing a normal part of daily life, in the same way as physical wellbeing? MW • What does it mean to have a 'strong sense of identity' & 'self-respect'? RR • What can I do to boost my self-respect? RR • How do I manage strong emotions? MW • How can I judge if my own feelings and behaviours are appropriate & proportionate? MW • How do I recognise how other people feel and respond to them? • What is loneliness and how can we manage feelings of isolation? MW • How common is mental ill health and what self-care techniques can I use? MW • How and from whom do I get support when things are difficult? MW 	Citizenship Diversity and Communities (DC 5/6) <ul style="list-style-type: none"> • How do other people's perceptions, views and stereotypes influence my sense of identity? RR • How do views of gender affect my identity, friendships, behaviour & choices? RR • What are people's different identities, locally and in the UK? FP • How can I show respect to those with different lifestyles, beliefs & traditions? RR • What are the negative effects of stereotyping? RR • Which wider communities & groups am I part of & how does this benefit me? MW • What are voluntary organisations and how do they make a difference? MW • What is the role of the media and how does it influence me and my community? • Who cares for the wider environment and what is my contribution? 	Healthy & Safer Lifestyles Digital Lifestyles (TG Digital Lifestyles) <ul style="list-style-type: none"> • What are some examples of how I use the internet, the services it offers, and how do I make decisions? OR • What are the principles for my contact and conduct online, including when I am anonymous? OR • How can I critically consider my online friendships, contacts and sources of information, and make positive contributions? OR • How might the media shape my ideas about various issues and how can I challenge or reject these? OR • Can I explain some ways in which information and data is shared and used online? OR • How can online content impact on me positively or negatively? OR • What are my responsibilities for my own and others' mental and physical wellbeing online and how can I fulfil these? IS • What are some ways of reporting concerns and why is it important to persist in asking? IS • Can I identify, flag and report inappropriate content? IS
	Myself & My Relationships Anti-bullying (AB 5/6) <ul style="list-style-type: none"> • Can I explain the differences between friendship difficulties and bullying? CF • Can I define the characteristics and different forms of bullying? RR • How do people use technology & social media to bully others and how can I help others to prevent and manage this? ISH • What do all types of bullying have in common? RR • Might different groups experience bullying in different ways? MW • How can people's personal circumstances affect their experiences? MW • How does prejudice sometimes lead people to bully others? CF • Can I respond assertively to bullying, online and offline? RR • How might bullying affect people's mental wellbeing and behaviour? MW 	Healthy & Safer Lifestyles Managing Safety and Risk (MSR 5/6) <ul style="list-style-type: none"> • When might it be good for my mental health for me to take a risk? MW • What are the possible benefits and consequences of taking physical, emotional and social risks? MW • When am I responsible for my own safety as I get older and how can I keep others safer? BS • How can I safely get the attention of a known or unknown adult in an emergency? BS • Can I carry out basic first aid in common situations, including head injuries? BFA • What are the benefits of cycling and walking on my own and how can I stay safer? MW • How can being outside support my wellbeing & how do I keep myself 	Shropshire Respect Yourself Programme Choices and Challenges/Changes (individual year group plans) SEED Eating Disorder Kit Healthy & Safer Lifestyles Healthy Lifestyles (HL 5/6) <ul style="list-style-type: none"> • How does physical activity help me & what might be the risks of not engaging in it? MW • What could characterise a balanced or unbalanced diet and what are the associated benefits and risks? HE • What are the different aspects of a healthy lifestyle and how could I become healthier? PHF/HP • What are the factors influencing me when I'm making lifestyle choices and how might these change over time? • What might be the signs of physical illness and how might I respond? HP
<ul style="list-style-type: none"> • How and why might peers become colluders or supporters in bullying situations? RR • Can I identify ways of preventing bullying in school and the wider community? RR 	safe in the sun? HP <ul style="list-style-type: none"> • What are the benefits of using public transport and how can I stay safe near railways? • How can I prevent accidents at school and at home, now, then I can take more responsibility? 	<ul style="list-style-type: none"> • What are the benefits and risks of spending time online/on electronic devices, in terms of my physical and mental health? IS • Why are online apps and games age restricted? IS 	

Year	Autumn	Spring	Summer
Class 1 Reception (Links to EYFS 2021)	<p>Myself and My Relationships 1 Beginning and Belonging (NB, GFG)</p> <ul style="list-style-type: none"> How am I special and what is special about other people in my class? What have I learnt to do and what would I like to learn next? How do we welcome new people to our class? What can I do to make the classroom a safe and happy place? How can I play and work well with others? How can I respect the needs of others? How does my behaviour make other people feel? 	<p>Citizenship 2 Me and My World</p> <ul style="list-style-type: none"> Who are the people who help to look after me and my school? How can I help to look after my school? How can I help to care for my things at home? Where do I live and what are the different places and features in my neighbourhood? Who are the people who live and work in my neighbourhood including people who help me? How can we look after the local neighbourhood and keep it special for everybody? What do animals and plants need to live and how can I help to take care of them? What is money and why do we need it? How do we save money? 	<p>Healthy and Safer Lifestyles 3 Healthy Lifestyles</p> <ul style="list-style-type: none"> What things can I do when I feel good and healthy? What can't I do when I am feeling ill or not so healthy? What can I do to help keep my body healthy? Do I understand why food and drink are good for us? Do I understand what exercise is and why it is good for us? Do I understand why rest and sleep are good for us?
	<p>Myself and My Relationships 2 My Family and Friends - Including Anti-bullying (GOFO, SNTB)</p> <ul style="list-style-type: none"> Who are my special people and why are they special to me? Who is my family and how do we care for each other? What is a friend? How can I be a good friend? How do I make new friends? How can I make up with friends when I have fallen out with them? How does what I do affect others? Do I know what to do if someone is unkind to me? 	<p>Citizenship 1 Identities and Diversity</p> <ul style="list-style-type: none"> Who are the people in my class and how are we similar to and different from each other? Who are the different people who make up a family? What things are especially important to my family and me? What are some of the similarities and differences in the way people including families live their lives? How can we value different types of people including what they believe in and how they live their lives? How do we celebrate what we believe in and how is this different for different people? 	<p>Healthy & Safer Lifestyles My Body & Growing Up</p> <ul style="list-style-type: none"> What does my body look like? How has my body changed as it has grown? What can my body do? What differences and similarities are there between our bodies? How can I look after my body and keep it clean? MS How am I learning to take care of myself and what do I still need help with? MS Who are the members of my family and trusted people who look after me? How do I feel about growing up?
	<p>Myself and My Relationships 3 My Emotions (C, R, GTBM)</p> <ul style="list-style-type: none"> Can I recognise and show my emotions? Can I recognise emotions in other people and say how they are feeling? Do I know what causes different emotions in myself and other people? How do I and others feel when things change? Do I know simple ways to make myself feel better? How can I help to make other people feel better? 	<p>Healthy & Safer Lifestyles Keeping Safe</p> <ul style="list-style-type: none"> What are some situations where I need to think about how to keep myself safer? Do I understand simple safety rules for when I am at home, at school and when I am out and about? What are the clues my body gives me if I am feeling unsafe? MS Can I say 'No!' if I feel unsafe or unsure about something? MS Can I ask for help and tell people who care for me if I feel unsafe, worried or upset? SR Who are the people who help to keep me safe? PP What goes on to and into my body and who puts it there? MS Why do people use medicines? MS What are the safety rules relating to medicines and who helps me with these? MS 	
Class 2	Citizenship	Economic Wellbeing	Healthy & Safer Lifestyles

Class 2 Y1/2	<p>Citizenship Working Together (WT 1/2)</p> <ul style="list-style-type: none"> What am I and other people good at? What new skills would I like to develop? How can I listen well to other people? RR How can I work well in a group? RR Why is it important to take turns? RR How can I negotiate to sort out disagreements? CF How are my skills useful in a group? What is a useful evaluation? RR 	<p>Economic Wellbeing Financial Capability (FC 1/2)</p> <ul style="list-style-type: none"> Where does money come from and where does it go when we 'use' it? How might I get money and what can I do with it? How do we pay for things? What does it mean to have more or less money than you need? How do I feel about money? How do my choices affect me, my family, others? What is a charity? 	<p>Healthy & Safer Lifestyles Drug Education (DE 1/2)</p> <ul style="list-style-type: none"> Which substances might enter our bodies, how do they get there and what do they do? DAT What are medicines and why and when do some people use them? DAT When and why do people have an injection from a doctor or a nurse? HP Who is in charge of what medicine I take? DAT What different things can help me feel better if I feel poorly? DAT How can I keep safe with medicines and substances at home and at school? DAT What is persuasion and how does it feel to be persuaded? MW
	<p>Myself & My Relationships Family and Friends (FF 1/2)</p> <ul style="list-style-type: none"> Can I describe what a good friend is and does and how it feels to be friends? CF Why is telling the truth important? CF What skills do I need to choose, make and develop friendships? CF How might friendships go wrong, and how does it feel? CF How can I try to mend friendships if they have become difficult? CF What is my personal space and how do I talk to people about it? BS Who is in my family and how do we care for each other? FP Who are my special people, why are they special and how do they support me? CF 	<p>Healthy & Safer Lifestyles Personal Safety (PS 1/2)</p> <ul style="list-style-type: none"> Can I identify different feelings and tell others how I feel? MW Which school/classroom rules are about helping people to feel safe? BS Can I name my own Early Warning Signs? BS How do I know which adults and friends I can trust? CF Who could I talk with if I have a worry or need to ask for help? BS What could I do if a friend or someone in my family isn't kind to me? BS Can I identify private body parts and say 'no' to unwanted touch? BS What could I do if I feel worried about a secret? BS What could I do if something worries or upsets me when I am online? BS 	<p>Shropshire Respect Yourself Programme</p> <p>Eat well, Move More</p> <p>Choices and Challenges/Changes (individual year group plans)</p>

Class 3 Y3/4	Citizenship Rights, Rules & Responsibilities (RR 3/4) <ul style="list-style-type: none"> • What does it mean to be treated and to treat others with respect? RR • Who are those in positions of authority within our school and communities and how can we show respect? RR • Why do we need rules and conventions at home and at school? RR • What part can I play in making and changing rules? • What do we mean by rights and responsibilities? • What are my responsibilities at home and at school? • How do we make democratic decisions in school? • What is a representative and how do we elect them? 	Economic Wellbeing Financial Capability (FC 3/4) <ul style="list-style-type: none"> • What different ways are there to earn and spend money? • What do <u>saving</u>, spending and budgeting mean to me? • How can I decide what to spend my money on and choose the best way to pay? • What might my family have to spend money on? • What is 'value for money'? • How do my feelings about money change? • How do my choices affect my family, the community, the <u>world</u> and me? 	Healthy & Safer Lifestyles Drug Education (DE 3/4) <ul style="list-style-type: none"> • What medical & legal drugs do I know about, and what are their effects? DAT • Who uses and misuses legal drugs? DAT • Why do some people need medicine and who prescribes it? DAT • What are <u>immunisations</u> and have I had any? HP • What are the safety rules for storing medicine and other risky substances? DAT • What should I do if I find something risky, like a syringe? DAT • What do I understand about how friends and the media persuade and influence me? CF
	Myself & My Relationships Family and Friends (FF 3/4) <ul style="list-style-type: none"> • How do good friends behave on and offline and how do I feel as a result? OR • What is a healthy friendship and how does trust play an essential part? CF • What skills do I need for choosing, <u>making</u> and developing friendships and how effective are they? CF • How can I help to resolve disagreements positively by listening and compromising? CF • Can I empathise with other people in a disagreement? CF • How can I check with my friends that their personal boundaries have not been crossed? BS • How do my family members help each other to feel safe and secure even when things are tough? FP • Who is in my network of special people now and how do we affect and support each other? FP 	Healthy & Safer Lifestyles Personal Safety (PS 3/4) <ul style="list-style-type: none"> • How do I recognise my own feelings and communicate them to others? MW • Which school/classroom rules are about helping people to feel safe? RR • Can I recognise when my Early Warning Signs are telling me I don't feel safe? BS • What qualities do <u>trusted</u> adults and trusted friends have? CF • Who is on my network of support and how can I ask them for help? BS • What could I do if I feel worried about a friendship or family relationship? BS • What sort of physical contact do I feel comfortable with and what could I do if physical contact is unwanted? BS • How can I decide if a secret is safe or unsafe? BS • How can I keep safe online? BS 	Shropshire Respect Yourself Programme SEED Eating Disorder Kit <p>Eat well, Move More</p> <p>Choices and Challenges/Changes (individual year group plans)</p>

Class 4 Y5/6	Citizenship Rights, Rules & Responsibilities (RR 5/6) <ul style="list-style-type: none"> • What are the conventions of courtesy & manners and how do these vary? RR • How does my behaviour online affect others and how can I show respect? IS/RR • Why is it important to keep my personal information private, especially online? IS • How can I contribute to making and changing rules in school? • How else can I make a difference in school? • What are the basic rights of children and adults? • Why do we have laws in our country? • How does democracy work in our community and in our country? • What do councils, councillors, <u>parliament</u> and MPs do? • How do I take part in debate, respectfully listening to other people's views? RR 	Economic Wellbeing Financial Capability (FC 5/6) <ul style="list-style-type: none"> • What different ways are there to gain money? • What sort of things do adults need to pay for? • How can I afford the things I want or need? • How can I make sure I get 'value for money'? • Why don't people get all the money they earn? • How is money used to benefit the community or the wider world? • What is poverty? 	Healthy & Safer Lifestyles Drug Education (DE 5/6) <ul style="list-style-type: none"> • What do I know about medicines, alcohol, smoking, solvents and illegal drugs and why people use them? DAT • How does drug use affect the way a body or brain works? DAT • How do medicines help people with different illnesses? DAT • What immunisations have I had or may I have in future and how do they keep me healthy? HP • What is drug misuse? DAT • What are some of the laws about drugs? DAT • How can I assess risk, recognise peer influence & respond assertively? (RR) • When and how should I check information about drugs? DAT
	Myself & My Relationships Family and Friends (FF 5/6) <ul style="list-style-type: none"> • What are the characteristics of healthy friendships on and offline and how do they benefit me? CF • How do trust and loyalty feature in my relationships on and offline? CF • What are the benefits and risks of making new friends, including those I only know <u>online</u>? OR • Can I always balance the needs of family & friends & how do I manage this? FP • Can I communicate, empathise & compromise when resolving friendship issues? CF 	Healthy & Safer Lifestyles Personal Safety (PS 5/6) <ul style="list-style-type: none"> • How do I recognise my own feelings and consider how my actions may affect the feelings of others? MW • Can I use my Early Warning Signs to judge how safe I am <u>feeling</u>? BS • How do I judge who is a trusted adult or trusted friend? CF • How can I seek help or advice from someone on <u>my</u> network of support and when should I review my network? BS • How could I report concerns of abuse or neglect? BS • Can I identify appropriate & inappropriate or unsafe physical contact? BS 	Shropshire Respect Yourself Programme SEED Eating Disorder Kit <p>Eat well, Move More</p> <p>Choices and Challenges/Changes (individual year group plans)</p>
<ul style="list-style-type: none"> • How can I check that my friends give consent on and offline? BS • How do people in my family continue to support each other as things <u>change</u>? FP • Who are in my networks, on & offline, and how have these, changed and how do we support each other? OR 	<ul style="list-style-type: none"> • How do I judge when it is not right to keep a secret and what action could I take? BS • How can I recognise risks online and report concerns? OR • What strategies can I use to assess risk and help me feel safer when I <u>am</u> feeling unsafe? BS 		

Appendix C (Example Reading Planning)

Class 4 (Year 5/6).

Weeks	Genre	Autumn Term	Spring Term	Summer Term
CYCLE A 7 weeks	Narrative Non-Fiction Poetry Classics	Journey to Jo'burg TEXT The Daily Bugle NF Genre NF The Launch P	Once (Morris Gleitzman) TEXT Colonel Fackler, Butterworth Toast P Cragworth Cottage NF Winds of Change NF	Holes (Louis Sachar) TEXT Kidnapped F Crime 1/2 NF Murder at the Manor F
Diversity theme		Black History Month (October) Harriet Tubman	LGBTQ+ Awareness (February) Gracefully Grayson – Ami Polonsky	Current Affairs – Books to reflect Diversity issues in class or the world.
CYCLE A 7 weeks		The Jungle Book F The Wartlock's Whiskers NF Macbeth F Tom's Midnight Garden F Was the Night before Christmas P On Your Bike NF	Ozymandias of Egypt P The Wind in the Willows F TV or not TV NF My English Rose P The Adventures of Pinocchio F Arabian Nights F	The Hobbit F The Snow Goose F Colour Blind P Volcanoes NF The North Wind Doth Blow F Record Breakers NF
Diversity theme		Anti bullying week (November) The Offline Diaries	Celebrating Disability (March) El Deafo – CeCe Bell	World Day of Cultural Diversity (May) The Story of Afro Hair- K. N Chimbiri
CYCLE B 7 weeks		Wonder (RJ Palacio) TEXT Beddgelert P Recipe for Disaster NF Gulliver's Travels F	A Penny for your thoughts F The Hound of the Baskervilles F F for Fox P Dingle Village Community Notice Board NF Wolfman F Daffodils/William Wordsworth P What kind of learner am I NF	My Secret War Diary (Flossie Albright) TEXT The Railway Children F Roald Dahl NF A Class Act P
Diversity theme		Black History Month Nelson Mandela	LGBTQ+ Awareness (February) Pride – Rob Sanders	Current Affairs – Books to reflect Diversity issues in class or the world.
CYCLE B 7 weeks		Shackleton's Diary (William Grill) TEXT The Gunpowder Plot F I am who I am P Anyone for T NF	Greta Thunberg TEXT Robinson Crusoe F Birds of Prey NF The Laughter Library NF	No Ballet Shoes in Syria (Catherine Bruton) TEXT Tintin and the Blue Lotus F Henry King P Rhodes NF
		Anti bullying week (November) Wonder – R J Palacio	Celebrating Disability (March) Greta Thunberg – Greta Thunberg	World Day of Cultural Diversity (May) HERSTORY – Katherine Halligan