

Falkner House
Personal, Social, Health, Economic Education and Citizenship, Spiritual, Moral, Social and Cultural
Development (PSHEE) and (SMSC) and Relationships Education (RSE),
Policy, Syllabus and Scheme of work
Nursery – Year 6 including EYFS
(Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019)

INTRODUCTION

This policy sets out the aims, organisation and scheme of work for the teaching of PSHEE throughout Falkner House. PSHEE at Falkner House, is concerned with relationships as well as the personal and social development of all children. The staff are aware that all the adults in the school are prime role models for the children. The staff are united as to the school ethos which is disseminated not just in PSHEE discussions but in their daily dealings with each other and the pupils. Every aspect of school life underpins PSHEE - teams are congratulated whether they win or lose, all of a class's art work is displayed, concerts and drama productions are chosen so that all can participate; Falkner House does not endorse, or have, a "star pupil" philosophy. Whilst the children are always congratulated for their efforts, the eagerly anticipated Year 6 secondary results are made light of in public and scholarship winners are not singled out. The school's aims are constantly reinforced with brief discussions with the pupils taking place as the need arises. Pupils (and parents) are taught how best to keep themselves safe and reduce risks online, at home, with their peers and with adults. Through every aspect of school life, pupils are encouraged to develop the understanding that staff can be trusted to help in any situation. Above all, the school provides a secure environment for the pupils to talk to and consult with adults who can give help if and when it is required.

Parents have the right (but this has never been requested) to withdraw their child from sex education lessons; but not from PSHEE (including relationship lessons).

AIMS AND OBJECTIVES

Through every aspect of school life, we actively:

1. Develop and foster self-esteem, self-knowledge, self-confidence and self-respect so as to empower pupils and develop grit and determination for better independent learning and an effective preparation for Life in British Society
2. Enable pupils to distinguish right from wrong
3. Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which we are situated and to society more widely
4. Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
5. Encourage tolerance and understanding and the importance of harmony between different cultural traditions. Pupils are encouraged to appreciate and respect their own and other cultures paying particular regard to the protected characteristics set out in the Equalities Act of 2010 Act¹
6. Promote effective social relationships with other children and adults; understanding of "it's not what you say but how you say it".
7. Promote an active understanding of the importance and the potential diversity of the family unit and that any differences must be respected.
8. Promote kindness, good manners and independence.
9. Promote an understanding that respect for others is crucial and that this includes gaining consent for one's actions – sexual harassment in any form is deemed totally unacceptable
10. Promote an understanding of basic economic principles e.g. demand and supply /public v private sector/ taxation
11. Promote an understanding of what constitutes a healthy lifestyle – physical and mental

¹ Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion /belief, sex/sexual orientation

12. Through every aspect of school life, we actively promote the fundamental British values (FBV) of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We promote an understanding of how our community and British political system function. Thus we discuss:
- The value of democracy and thus the importance of free and fair elections
 - The importance of participation in the democratic process
 - Mutual respect and tolerance for others with different faiths, cultures and beliefs irrespective of gender or nationality, coupled with an abhorrence of imposing one's own views on others. The importance of moderation and the horrors of extremism are stressed in assemblies, and in RE and PSHEE lessons.
 - The importance of a free press.
 - Individual liberty and the ability to play an active role as a citizen with an understanding of the importance of equal opportunities
 - The rule of law and the importance of respecting the civil and criminal law as well as the basis on which the law is made and applied in England.
 - An acceptance of different types of loving sexual behaviour and the need to acknowledge and respect differences. Homosexuality (physical and emotional attraction to someone of the same sex) is thus mentioned perhaps in a discussion about Alan Turing. Mention is made of the appropriate vocabulary e.g. "gay" should be used in a respectful and not insulting manner.

TEACHING AND LEARNING

Falkner House aims are covered in a variety of ways and in varied detail according to circumstances and the age of the child. The school's goals are achieved through a mixture of general and topic-based activities and an exceptionally rich provision of extra-curricular activities providing children with the opportunity to work as individuals and as part of a group with both free play and adult led experiences.

Each form teacher ensures that the syllabus (see below) is covered during the year and there is of course, deliberately, much reinforcement of the topics. The head teachers are constantly discussing with staff and monitoring as to how effective is the school's teaching of PSHEE. There is much cross-curricula work within PE, humanities, English and art. IT is an important tool for PSHEE delivery; interactive whiteboards can be used to show relevant pictures and media clips to trigger discussions. PSHEE is constantly evolving and staff relate their planning to current affairs, choosing when and how to incorporate PSHEE topics into the school day, for example, using role play, circle time and in daily school activities. PSHEE cannot always be confined to specific timetabled time although some elements are timetabled within the core curriculum:

● Sex education	Science	Years 4, 5 and 6
● The effects of drugs, smoking and alcohol	Science	Years 5
● Personal hygiene	PE	Years 2-6
	Science	Years 5 and 6
● Keeping healthy	Science & PE	Years N-6
● The importance of teamwork and fair play.	PE	Years N-6
● Internet security	IT	Years 4-6
● Transgender issues	Science	Year 6

In Years Reception to Year 3 most objectives are met through discussion-based activities. In Years 4, 5 and 6 some work may be more formally recorded depending on the subject being covered. As the children get older and the ethos of the school becomes known and accepted, the emphasis changes. The world outside the school now becomes more important - more visitors come in to talk to the children and the children make more visits to outside centres. Teaching of transgender issues is kept to the Year 6 children; if we became aware that this was a matter for a Falkner House pupil in a younger year group we would, of course, discuss this immediately with the parents as well as whichever year group(s) seemed appropriate. The two headteachers and the Principal monitor and evaluate the effectiveness of the PSHEE curriculum

FUNDAMENTAL BRITISH VALUES

Falkner House is a very “British” school whose values have been consistently British for the past 60 years. The briefest visit to the school shows that this is totally embedded in the school’s ethos and that the children are imbued with these values. Children are, however, from a very wide variety of ethnic backgrounds and racial origins and promotion of tolerance and acceptance of all has always been both inherent and a hallmark of the school. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions, such as customs in the course of the year; for example, Remembrance Day, Burns Day and St Patrick’s Day. We also value and celebrate national events such as Royal Weddings and Jubilees. We actively promote fundamental core British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and cultures. We encourage tolerance and harmony between different cultural traditions and faiths. We celebrate all faiths and none. In view of the very diverse racial and religious backgrounds of Falkner House families, this is both easy and essential and much valued by all.

Clearly the age of the children makes discussion of concepts such as the separation of power between government and the judiciary difficult to explain. Nonetheless, every opportunity is taken to explain the benefits and privilege of living in a mature and well-functioning democracy. At Falkner House we listen carefully to children, parents and staff, respecting the right of every individual to have their opinions and voices heard. The pupils have a clear sense of ownership of Falkner House “we changed the Art room around, or we redecorated the stairs”. The children are always listened to and their views respected – in many ways they are treated as adults. We encourage them also to take ownership of their own learning and progress. Ideas and suggestions from children are encouraged and acted upon e.g fundraising, format of carol concerts, books for the library etc. and so a schools council is not felt necessary as we consider our size and ethos enables us to respond more effectively to pupils’ opinions, concerns and needs in an informal fashion.

Nonetheless, an example of democracy in action is our Eco Council. Made up of one representative from each class, the Eco Council meets regularly to discuss issues raised by the different classes. The council is able genuinely to effect change within the school; e.g .suggestions for competitions and battery recycling.

Falkner House does not have a separate curriculum strand for such values because, more significantly, they flow through and are a meaningful, character-building of the whole school. Our curriculum provides many opportunities for discussing and promoting core values, in particular through assemblies, PSHEE, RE and to a lesser degree in other subjects:

English

Many books will have themes covering tolerance, mutual respect and democracy. Lessons look at how these themes are presented and how characters embody these values. Poetry, songs and languages from other cultures are also examined. Lessons explore, when possible, the meaning of concepts such as liberty, democracy and tolerance.

Maths and Science

The teaching of mathematics and science supports the social development of our children through the way we expect them to work with each other in lessons. We group children to work together, and we give them the chance to discuss their ideas and results.

Geography

Geography encourages children to think about what they “are” and to move away from stereotypes. They also learn how societies are linked. Their classmates are living proof of the diversities of people’s backgrounds.

History and French

Pupils learn about tolerance and understanding whilst studying lives of individuals, significant events and various civilisations. They are taught of the importance of democracy and liberty in relation to history and current society. Mutual respect of other cultures and languages is appreciated through discussion and study of different ages in history.

RE

Through teaching religious education in our school, we provide opportunities children to consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

RELATIONSHIPS EDUCATION

At Falkner House this involves teaching the children about:

- permission seeking and giving and the concept of personal privacy
- Tolerance, kindness and respect for all - gay / straight/ trans
- Establishing personal space and boundaries and privacy.
- Show and accept the differences between appropriate and inappropriate physical and other contact as a means of looking at consent in an age appropriate fashion
- What is porn and what are the dangers

The focus at Falkner House is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults. This starts in Nursery and Reception – we (the school as a whole as well as each and every teacher) discuss with pupils about what a healthy relationship is, what friendship is, what family means and who the people are who can support them. The children learn what is likely to lead to their happiness and security; we talk about how friendships and openness can help physical and mental wellbeing. Falkner House teaching about families is both sensitive and well-judged based on good knowledge of our pupils and their circumstances. We talk about and have in the school families of many forms including single, adoptive, gay etc. Discussions also need to allow for families and structures headed by grandparents, adoptive parents, foster parents and carers all of whom can provide a nurturing environment for children. Drawing attention to these in a range of contexts enables pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them. We take great care to ensure that there is no stigmatisation of children based on their home circumstances e.g. looked after children or young carers.

We talk about the differences between appropriate and inappropriate, and safe and unsafe, physical and other contact, in an age-appropriate manner. These are the forerunners to teaching about consent. By Y5 / Y6 we start to look at preparing children for the peer pressures of secondary school which will involve the perils of the taking of sexual photos and their distribution on social media. Peer pressures are part of our children's lives and we have to make sure that they know that they can talk to their parents about ANYTHING.. It may well be that they have done something idiotic or else that their friend is pressurising them or that something is going on in their group that they are uncomfortable about. For a child to open up to their parent there has to have been prior dialogue.

The principles of positive relationships also apply online especially as many children will already be using the internet at an early age. We address online safety and appropriate behaviour in a way that is age appropriate and relevant to pupils' lives. We explain how information and data is shared and used in all contexts, including online e.g. sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect. The importance of good relationships online as well as offline is stressed. As the children get older, access to the internet / social media will play an increasing part in their lives. Because of our strong IT policy there is much discussion of how to keep oneself safe online including dangers of cyber bullying / sharing pictures/ sexting / grooming/ abuse and radicalisation and we prepare children for how to manage when they might be shown and have contact with content that we would find abhorrent.

We discuss the need to recognise and report abuse, which of course includes understanding boundaries with peers and families, and online. Children are taught how to report concerns and seek advice from teachers and parents about anything without feeling embarrassed or reticent because they "shouldn't tell". We teach pupils to recognise and to how to report

abuse and concerns and that they should seek advice when they suspect or know that something is wrong. This includes emotional, physical and sexual abuse. We focus on explaining in an age-appropriate fashion, boundaries and privacy, so that pupils understand that they have rights over their own bodies, as well as understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong.

A fundamental of the school has always been to develop our pupils resilience and perseverance, as well as self-respect and a sense of self-worth, and the obvious virtues of honesty, integrity, courage, humility, kindness, generosity, and a sense of justice. Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources etc. Pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy and space. Falkner House teaches pupils about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, 'virtues', in the individual. At Falkner House where we believe so strongly in the development and practice of resilience and other attributes, this includes helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils thus develop personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. We seek out external speakers to visit the school to discuss social action, active citizenship and voluntary service to others.

Sex education

Relationships education is a compulsory feature of the curriculum whereas children can be withdrawn at parental request from school sex education lessons. At Falkner House, children are taught about relationships and health, including puberty. Our science curriculum in Years 4 – 6 (and potentially before if the occasion arises) covers both the biological basics of puberty moving onto the mechanics of what is sex and procreation. These lessons are by senior members of staff with the headteachers always being aware of the topics being covered. We wish to support pupils' ongoing emotional and physical development as they will be transitioning to their secondary schools – we want to ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle - how a baby is conceived and born. These topics are taught in a graduated, age-appropriate fashion which takes into account the developmental differences of children and their religious background.

Our aim is to ensure that children:

- see that nothing is taboo and everything can be discussed
- have a healthy attitude
- have the confidence to talk about anything
- know about the fundamentals of what is likely to play a large part in their adolescence
- have no shame
- can normalise sex ed
- know enough not to feel ignorant with their peers
- understand the importance of consent
- know about safe sex / contraception

When discussing this topic with our children as parents or teachers we have to battle with our own upbringings. It is not instinctive for most of us to be able to talk about sex including the emotional aspects, in an open and unembarrassed fashion but we feel very strongly that it is essential. It is critical that parents are also very open with their children and the earlier one starts the easier it gets and the more habitual it becomes. This can only be helpful if and when things potentially get "tricky". As a school we really can't do this without parents' help. It is important to note that:

- More discussion leads to less silliness
- Discussion does not make early sex more likely – generally it is the opposite

Parents are made aware both in meetings (Y4 and Y5) and also in the parent handbook as to the detailed content of what will be taught in relationships education at Falkner House. We also offer support in talking to their children about sex education and how to link this with what is being taught in school.

Managing difficult questions

Pupils are always free to ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences and the potential for discussion on a one-to-one basis or in small groups. We consider what is appropriate and inappropriate in a whole-class setting, as there are questions that are better answered on a one to one basis

By the end of Year 6 pupils should know:

Families and people who care for me

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
- Marriage in England and Wales is available to both opposite and same sex couples. The ceremony may be civil or religious.

Caring Friendships

- The importance of friendships in making us feel happy and secure, and how people choose, keep and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

- the importance of respecting and having a positive view of others, even when they are very different from them (for example, in race, sex, character, personality or backgrounds), or make different choices or have different preferences or beliefs
- to avoid sexual exploitation of others and how positively to assist in the creation of a mutually respectful friendship group
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being and keeping safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context with issues arising from sexting and cyber bullying)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

ASSEMBLIES (R- Y6)

The school holds a Main School assembly daily with a Christian hymn from the school's hymn book and prayers (the Lord's Prayer said by all and a further prayer said by a Year 6 pupil). A moral matter may be discussed, news is exchanged, a child may play an instrument and announcements are made. At 9 a.m. all pupils return to their classes. On alternate Wednesdays, Reception, and Years 1-3 attend a Lower School Prayers when the hymn, prayers and religious message are geared to the younger children. At this time, Y4-6 have 'Form/PSHEE time'. Hymn practice is on Tuesdays. Armistice Day, St Patricks, St Georges and Burns Day are commemorated / celebrated annually with support from appropriate parents. Year groups regularly give short presentations in assembly on a current subject topic. Remembrance Day and Carol services are held annually for children, their families and friends. Parents are informed that they may withdraw their children from RE lessons but in practice, none do and it is emphasised to parents that RE lessons are informative rather than doctrinal. No religious instruction is given in the school. All faiths (and those with no faith) are welcomed as well as accepted and there is much emphasis on the similarities of the main faiths. During assembly a particular topic may be raised by the Headteacher, member of staff or pupil e.g. children are told of particular illnesses, sadnesses, tragedies and asked to think of the people concerned as well as matters of world and UK current affairs. There will be analysis and discussion of difficult news e.g. the terrorist attacks. The outside world is thus brought in as appropriate with visitors of all faiths and none being welcomed. Mention is always made of key festivals such as Diwali, Eid, Yom Kippur, Chinese and Jewish New Years. The message is consistent: we must stand up for tolerance, freedom and democracy.

HOUSES

From Reception children are placed into one of four houses each with its own House Captain. There are a number of inter-house competitions for sports day and the swimming gala as well as the general knowledge or spelling quiz. Children are awarded house points for particularly good work, effort or behaviour.

ECO COUNCIL

From Reception to Year 5, each half term, an 'Eco Monitor' is chosen by the form teacher. Pupils from the oldest year group are invited to apply for the role of 'Eco Prefect' to the relevant members of staff. Once a term the 'Eco Monitors' meet to discuss environmental issues with the 'Eco Prefect' chairing the meeting and an appropriate teacher writing the minutes. The 'Eco Monitors' report back to their form on the topics and issues raised.

PUPIL RESPONSIBILITIES

Each Monday, form teachers of Reception to Year 5 recommend a pupil to be 'badge girl/ boy'. Badge girls/boys assist the teacher for the week - they may run errands, assist in the classroom and lead the form when moving around the school e.g. going down to lunch or to PE. Careful note is taken of those selected so that all pupils have an opportunity to be badge girl/boy. In Nursery, pupils take turns to lay the table, wash up the beakers and lead the line out to play or up to music. Each half term, a head girl and boy, deputy head girl and boy and one or two prefects are selected from the oldest year group. This allows for each child to have the opportunity to experience a leadership position in the school. In addition to this, the children endeavour to earn such a position by good behaviour and submitting academic work of a high standard throughout the year. Main school appointments are announced in Prayers.

Apart from setting an example to the rest of the school by excellent behaviour, good manners, working hard and generally being a good ambassador of Falkner House, the prefects are expected to perform the following duties:

- read the prayer and assist the Headteacher in Assembly
- ring the bell for Prayers
- assist teachers and monitor lower years returning to class after break
- collect House Points at the end of the week and total up
- deal with lost property
- hand out notices.
- monitor and tidy their own classroom and cloakrooms
- help in the dining room
- look after other classes in indoor break
- assist in keeping the class quiet when moving around the school or on outings

Head Girl and Boy Responsibilities

- take responsibility for the class
- remind children of the class assignments

PRIZES

House points are also available for good or improved work and behaviour as well as team work, being a good friend etc.. Each form teacher has their own system of rewards in addition to normal oral praise and encouragement, house points and the 'good work stickers' awarded by the Headteacher upon recommendation from class teachers. Every Friday certificates are awarded to the 'Artist' of the week. At the end of each term, the following cups/prizes are awarded:

- form prizes (cups) - Reception to Year 3 (generally for achievement)
- FH certificates for Years 4 and 5 (covering work and effort across the curriculum).
- Improvement / Effort Cups –Reception to Y3
- House Cup
- At the end of the Spring and Summer Terms a number of additional annual prizes are awarded e.g attendance awards, Year 3 board talks, and House Cup

Leavers receive cups for academic subjects or conscientiousness, athletics, sport, drama, public speaking singing, computer skills, general knowledge, art, design etc. as appropriate. All receive a leaver's book. Lists of prizes and past prize winners are kept in the office and the database contains a list of prize winners in that class.

POST 7+, 8+ and 11+ EXAMS

Once the examinations are over (February) the pupils are exposed to a broader curriculum with the PSHEE slant increasing. Excursions are arranged which vary from year to year according to availability and relevance and can include:

- Red Cross first aid course
- Residential trips e.g. Itchenor
- global warming
- London project
- recycling project
- Basic economics and politics

SYLLABUS

	N	R	1	2	3	4	5	6
How we feel								
Emotions	*	*	*	*	*	*	*	*
What am I good at? Individual worth. Developing grit, resilience and determination.	*	*	*	*	*	*	*	*
Setting and achieving personal goals	*	*	*	*	*	*	*	*
Learning from mistakes and trying again	*	*	*	*	*	*	*	*
Coping with feeling angry, sad or anxious	*	*	*	*	*	*	*	*
Assertiveness	*	*	*	*	*	*	*	*
Coping with success or failure, building resilience and target setting (also within PE SoW)	*	*	*	*	*	*	*	*
Looking after ourselves								
Personal hygiene including using the lavatory and hand washing	*	*	*	*	*	*	*	*
Dressing independently	*	*	*	*	*			
Good eating habits and staying healthy	*	*	*	*	*	*	*	*
Good exercise habits	*	*	*	*	*	*	*	*
Sex and relationship education, including pregnancy and maternity and gender reassignment (SoW within Science)							*	*
Puberty and menstruation (SoW within Science)							*	*
Good relationships / relationships education								
Listening to others- participating in group discussions	*	*	*	*	*	*	*	*
Sharing, Teamwork, taking turns and fairplay (also within PE SoW)	*	*	*	*	*	*	*	*
Tolerance and open-mindedness. Respecting differences: race, ideas, customs, cultures and religions and appearance e.g. birthmarks, eczema, glasses, hearing aids, age. An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and not be the cause of prejudicial or discriminatory behaviour	*	*	*	*	*	*	*	*
Belonging to a community – acceptance of similarities and differences and encouraging consideration respect and kindness for others: love, sexuality, (gay or straight), trans gender, marriage, civil partnership and divorce	*	*	*	*	*	*	*	*
Belonging to a family bereavement, birth, sibling rivalry and jealousy	*	*	*	*	*	*	*	
Respect and courtesy to peers and adults, objects and ideas	*	*	*	*	*	*	*	*
Caring for and the needs of others - friends, family, the old, the disabled and pets	*	*	*	*	*	*	*	*
Rights and responsibilities at home and school	*	*	*	*	*	*	*	*
Teasing and bullying - why it's wrong / why it happens/how to prevent it/ how to cope	*	*	*	*	*	*	*	*
Making friends, being a good friend, best friends, falling out with a friend.	*	*	*	*	*	*	*	*
Managing the cool group					*	*	*	*
Managing social media						*	*	*
Permission seeking and giving and the concept of personal privacy. Establishing personal space and boundaries and privacy. Show and accept the differences between appropriate and inappropriate physical and other contact as a means of looking at consent in an age appropriate fashion.	*	*	*	*	*	*	*	*
Drug Education (within Science SOW)								
How drugs differ from medicines useful drugs and their development							*	*
Alcohol and tobacco socially acceptable drugs							*	*
Illegal drugs effects on the body / effects on society							*	*
How to say “no”							*	*

	N	R	1	2	3	4	5	6
Safety								
Basic road and water safety	*	*	*	*	*	*	*	*
Friends and strangers	*	*	*	*	*	*	*	*
Safety in the home	*	*	*	*	*	*	*	*
Emergency services and how they work – dial 999	*	*	*	*	*	*	*	*
Risk taking and staying safe	*	*	*	*	*	*	*	*
Internet safety including dangers of on line bullying, gambling, grooming, abuse and radicalisation (details within computing SOW). Please also see Falkner House Behaviour Policy and Falkner House Internet Policy and i-Pad code of conduct	*	*	*	*	*	*	*	*
Environment								
Recycling and how to be ‘eco friendly’ at home and school	*	*	*	*	*	*	*	*
Pollution issues (within Science SoW)	*	*	*	*	*	*	*	*
Becoming an active citizen and embracing and endorsing fundamental British values								
Why do we have rules? What is right and wrong? Honesty and truthfulness.	*	*	*	*	*	*	*	*
Rules and civil/criminal laws at home, in school and in British society. An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety	*	*	*	*	*	*	*	*
The concept of democracy and the right to vote – elections and an understanding of how citizens can influence decision-making through the democratic process		*	*	*	*	*	*	*
Parliament and how it functions. An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence							*	*
The role of charities	*	*	*	*	*	*	*	*
Economic education	*	*	*	*	*	*	*	*
Preparation for next School and beyond								
Interview practice				*	*			*
How to travel independently and safely								*
Life at the next school				*	*			*
Effective preparation for the world of work, careers and life as an adult in British society embracing fundamental British values								*

SCHEME OF WORK

Further details of the Nursery and Reception schemes of work are found in the Early Years Framework and Policy

Differentiation

Differentiation may be evidenced in the questioning used by the class teacher. Group and paired work is encouraged so as to support and / or extend children by suitably grouping / pairing with their peers. Each child is encouraged to think and reason independently and/ or with a group. 'Thinking' questions are often asked by the class teacher to promote further thinking. A teaching assistant is available to support/ extend where necessary.

Inter-age group relationships

Close links are encouraged between pupils in different year groups. This is made easier by our House system, by our big sister/little sister , big brother / little brother as well as general mixing in the playground.

The school's goals are achieved through a mixture of general and topic based activities providing children with the opportunity to work as an individual and as part of a group with both free play and adult led experiences. Thus the following activities will be involved:

- Role play
- One to one discussions
- Group discussions and group work including using stories to provoke discussions
- Puppets
- Sharing news
- Games that involve taking turns and the following of rules – team games especially games such as rounders where you are “out”
- Games that require co-operation with peers - co operative games
- Circle time
- Watching DVD
- Use of literature (including the Bible) to bring out moral issues
- Discussion of issues covered in history and geography
- Drama and role play
- Decision taking
- Make a new friend / caring, sharing day
- Visits to school by local MP / candidates / councillors
- Visits to local cultural and religious centres
- Buddy system in playground – used in Years 2 and 3.

Cross Curricular Work – much of PSHEE involves assemblies, geography, English (e.g literature, readers), playtime, history, RE and PE PE for example teaches the children to:

- Push, extend and to challenge themselves and become confident and independent
- Understand the changes in their bodies when they exercises and why this happens.
- Recognise that exercise can produce endorphins which can make you feel more cheerful and positive.
- Work together as a team.
- Have pride in themselves and in representing the school.
- Be able to talk about personal hygiene issues as a result of exercise.
- Understand how exercise contributes to living a healthy lifestyle.
- To win, draw and lose with good grace – to develop sportsmanship
- To be able to talk about feelings around winning and losing.
- Control feelings of anger, frustration and exhilaration.
- Realise the enormous values of cultural diversity and the perils of intolerance.

HOW WE FEEL

Emotions

N-Y6

Children learn:

- That we have moods and that we may not understand why they change
- To understand what makes them feel/react in certain ways
- To understand our emotions and be able to express ourselves

Suggested activities:

- Match facial expression with mood description
- Sitting in a circle, get the children to pull a, for example, happy face.
- Go round in a circle, asking the children individually what makes them feel happy.
- Move on to discuss another emotion, again asking the children what makes them feel like this. Does [insert a situation] make anyone feel [insert emotion]? Each time, get the children to 'pull a face' for that emotion (Literacy/Drama Link).
- Possible emotions to discuss may be happy, sad, angry, bored, scared, surprised, jealous etc.
- Discuss that it is ok to feel angry, sad etc. but possible strategies and ways of channelling this in a positive way.

What am I good at? Individual worth:

N-Y6

Children learn:

- To recognise their own personal worth by noting their qualities e.g. patience, kindness, perseverance, determination, honesty, loyalty
- To think about the qualities the children admire in others
- Talk about themselves in front of their peers
- Gain knowledge, skills and understanding through opportunities to feel positive about themselves
- To develop a sense of identity and self-esteem by focusing on the ways in which they are special and the things that are important to them
- To be taught knowledge, skills and understanding through opportunities to feel positive about themselves and to develop relationships through work and play
- To develop grit, resilience and determination
- To understand how they can develop skills to make their own contribution in the future.

Suggested activities:

- Design coat of arms reflecting their personalities
- Consider the ways in which changing behaviour could help children to develop the qualities to which they aspire.
- Make up questionnaires for people to complete about their behaviour in order to assess their own personal qualities Pupils could award themselves marks out of five for particular qualities
- Sitting in a circle, go round and get the children to introduce themselves i.e. getting to know each other. Each child says their name and two or three facts about themselves e.g. how many brothers/sisters they have, their favourite food, if they play a musical instrument etc.
- What have the children learned about others in the class? Were they surprised to find that they shared interests with others? Encourage the children to value everyone's interests. Help the children become aware of their own special qualities as well as those of others.
- Discuss that some of the things that are important to one person may be important to others - individuals might have different ideas about what is important. Everyone is entitled to have his/her own interest. Some interests or hobbies might be more fashionable or popular than others but all are important and should be respected. There are similarities between people but everyone is a unique individual and special in his/her own way.
- Some children might need others to help them to identify their own positive qualities.
- Lead onto discussing personal qualities such as kindness, a sense of humour, perseverance, patience and politeness. How can we tell when someone has one of these qualities? What kind of behaviour shows it?

- For an excellent / outstanding piece of work (or improvement) they could receive a 'leaf of achievement'. The children write their achievement on the leaf which is placed onto the tree. (Generally in Year 2)

Setting and achieving personal goals:

N-Y6

Children learn:

- To recognise their personal worth as individuals by setting personal goals.

Suggested activities:

- Consider that people make resolutions because they want to change in some way.
- Discuss the differences between wishes and ambitions, and how wishes can sometimes be expressed as achievable goals.
- Help one another to recognise what they can already do.
- Make lists of targets which need not all be connected with developing abilities or skills; they could also focus on personal qualities.
- Encourage children to give one another support in achieving targets.

Learning from mistakes: Trying again:

N-Y6

Children learn:

- To recognise their worth as individuals by seeing their mistakes and making amends.
- To ask for help from adults at home and at school

Suggested activities:

- Look at pictures of two familiar scenarios: a child who has accidentally damaged property and a child who has hurt the feelings of another. Identify what each child learned from the mistake depicted.
- Discuss similar experiences which may have happened to children in the class.
- Discuss ways in which children can make amends for their earlier mistakes.
- Consider opportunities for personal development after making mistakes.
- Collect examples from stories/poems e.g. Matilda told such awful lies ... (E. Lear) and consider the mistakes from which characters learned and the mistakes from which characters did not learn.

Coping with feeling angry, sad or anxious:

N-Y6

Children learn:

- How to recognise people's emotions and how to deal with their own feelings, their family and others in a positive way.
- Discuss the ways we can recognise signs that someone is worried or upset.
- The importance of good mental health – for many of our children this manifests itself mainly in terms of pressure over exams and thus we have discussions with the children about how to manage and cope with stress. The school tries its hardest to minimise discussion of any looming external exams. The negative effects of social media and gaming upon mental health also form part of both the PHSE and Computing curriculums.

Suggested activities:

- Identify the different emotions shown in a story such as excitement and happiness, unhappiness, anger and sorrow or contrition.
- Consider how children themselves might react in similar/different situations.
- Discuss the ways in which people may feel better after expressing emotions.
- Draw up a list (working in groups) of strategies to deal with different emotions.
- During the week, children make notes of times when they have experienced strong emotions and describe how they have dealt with them.
- Discuss situations which the children may have found caused anxiety for them. Discuss ways of dealing with these situations
- Mindfulness

Assertiveness:**N-Y6**

Children learn:

- To understand the importance of communicating well and to identify different ways of communication
- To increase communication skills
- To understand and practise negotiation
- To value one's own and others opinions
- To learn the difference between assertive, aggressive, and passive behaviour
- How to compromise

Suggested activities:

- To practise being assertive in different situations

Coping with success or failure, building resilience and target setting (also within PE SoW):**N-Y6**

Children learn:

- To recognise and develop their personal worth by setting realistic and worthwhile goals for themselves
- Gain knowledge, skills and understanding through opportunities to feel positive about themselves

Suggested activities:

- To distinguish between impossible, very difficult and achievable targets and to consider ambitions against a realistic timescale. Brainstorm things they would like to do before asking them to separate the impossible from the possible and then the very difficult from the more easily achievable ones. The children could discuss the differences between wishes and ambitions.
- Short term targets that the children can set themselves; they should be realistic and achievable. Focus on the things they can achieve in a short time (a couple of weeks) so that they can be aware of their progress.
- The children should first be helped to recognise what they can already do. Their targets need not all be connected with developing abilities or skills; they could also focus on aspects of self-improvement: for example, being more patient with a younger sibling or being more helpful at home.
- Ask the children to describe their targets in terms of what they will be able to do and to split them into stages that enable them to measure or monitor their own progress. Encourage them to give one another support in achieving their targets. Their progress could be applauded in class.
- The children should not be discouraged from having grand ideas, but they need to distinguish between those and the things they can achieve in the near future (some of which might contribute to their more ambitious ideas).
- The children's targets should be their own. Personal targets need not necessarily be connected with schoolwork.

LOOKING AFTER OURSELVES**Personal hygiene including hand washing:****N-Y6**

Children learn:

- That as we grow older we sweat more so we need to wash our bodies and our clothes more often.
- That we brush teeth to remove harmful plaque (Y3 science)
- To discuss the importance of using the lavatory independently and sensibly and always washing hands afterwards

Dressing independently**N-Y3**

Children learn:

- To dress and undress themselves independently

Good eating habits and staying healthy**N-Y6**

Children learn:

- Which foods are needed to maintain a healthy body

- To have a balanced approach to food: drinking plenty of water etc., not being obsessive about food types or body shape and image and how this can help towards feeling happy.
- The importance of good eating habits and a good breakfast
- Good food hygiene habits - bacteria and viruses can affect health and that following good simple routines can reduce their spread.
- Correct handling of a knife, fork, spoon etc.

Suggested activities:

- School lunches and snacks, Father's Day breakfast, cooking and baking in the classroom

Good exercise habits:

N-Y6

Children learn:

- To understand that exercise and relaxation are very important
- The benefits of exercise (both mental and physical)
- To understand why exercise can make us hot, sweaty and breathless.
- The importance of moderation in exercise and what is good for the body

Suggested activities:

- What examples make them breathless and sweaty? What is good exercise and how do you know?
- Record what exercise they participate in, where, how long for, and give an enjoyment rating.
- Compile a database to show activities, duration etc. Present graphically with text by the children. Discuss the results.
- Ask questions about the effects of exercise. Why does the heart beat faster? Why do we get breathless? Why do we sweat?

Sex and relationship education, including pregnancy, maternity, transgender (SoW within Science):

Y5-6

Children learn:

- How pregnancy occurs
- Gestation and multiple births
- Male and female sex organs
- Giving birth
- Infant care and breastfeeding and early child development
- Issues of various types of sexuality – gay / straight / transgender

Puberty and menstruation (SoW within Science):

Y5-6

Children learn:

- That the onset of puberty is controlled by hormones which cause changes in the body
- Which changes will take place in the body
- The phases of the menstrual cycle.
- That dramatic weight changes can cause menstruation to cease
- How to be hygienic and know about sanitary products

Listening to others- participating in group discussions:

N-Y6

Children learn

- When to let others speak, and how to show that they are properly listening to others
- When is appropriate to speak in group discussions and to let others take part in discussions

- Good listening skills

Suggested activities:

- Discuss what makes a good listener and an interesting speaker
- Talk about 'active' listening and speaking and why these skills are important
- Use one child to talk - their partner must listen carefully then repeat all that they can remember

Sharing, Teamwork and fairplay (also within PE SoW):

N-Y6

Children learn

- To share school and personal possessions
- What T.E.A.M means: Together Everyone Achieves More. There is no I in Team
- To understand that working in a group, class or team is important.
- To work together to achieve a common goal
- To understand the relevance of success by the group

Tolerance and open-mindedness: respecting differences: race, ideas, customs, cultures and religions and appearance e.g. birthmarks, eczema, glasses, hearing aids, age. An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and not be the cause of prejudicial or discriminatory behaviour;

N-Y6

Children learn

- To show self-respect and respect for others of all cultures, age and gender
- What is racism? What is prejudice? Such attitudes may be based on ignorance. Why are these views unacceptable?
- The importance of identifying and combatting discrimination and encouraging respect for those of other races or religions/beliefs
- An understanding that the freedom to hold other faiths and beliefs is protected in law
- To develop an awareness of the diversity of groups to which people belong
- To recognise that people have similarities as well as differences.
- Why we should show compassion and understanding for people around us
- That people may all look the same but may feel very different on the inside. Some people are shy and quiet while others are more outgoing and open
- That differences and similarities between people can arise from a number of factors
- To respect other people, even if they choose to follow a lifestyle that one would not choose to follow oneself.
- To have considered that accepting, tolerating and celebrating differences can help create a better society.

Suggested activities:

- Study pictures which show examples of people making assumptions about other people, based on intolerant or ignorant perceptions. Discuss the consequences of the actions displayed.
- Make a list of people who are sometimes treated unfairly e.g. people from different cultures, races, religions etc. Discuss who might show prejudice towards them and why.

Belonging to a community – acceptance of similarities and differences and encouraging respect for others: love, sexuality, (gay or straight). Marriage, civil partnership and divorce: **N-Y6**

Children learn:

- To be aware of different types of relationships, including marriage (including same sex) and civil partnerships and those between friends and families, and to develop the skills to be effective in relationships
- To develop understanding of the nature of relationships, particularly of the family
- To recognise different types of families
- To consider how family members interact

Suggested activities:

- Establish that different types of relationship are acceptable. A few children may be in fractured, separated or reconstituted families. Children should feel that their own family situation is acceptable, even though it may be different from that of their peers. 'Difference' should never be a catalyst for a child to be singled out, bullied etc.
- Children could put flags on a map to show where in the world they have family members.
- Each child could draw the homes of family members who do not live with them.
- Children could pick out members of their family and write down why this person is special to them or why they are glad to have them in their family. They could make a card or picture for that person.
- Discuss the promises a couple make to one another on their wedding or partnership day

Belonging to a family, bereavement, birth, sibling rivalry and jealousy: **N-Y6**

Children learn

- That we belong to a family and community.
- To identify different communities and members and their roles
- To understand that siblings may be competitive with each other but that there are ways of avoiding sibling rivalry
- That there may be conflict in the home
- To manage feelings of bereavement

Suggested activities:

- Discuss that children cannot choose their family or where they are born, but they can choose friendship groups and activities

Respect and courtesy to peers and adults, objects and ideas: **N-Y6**

Children learn

- To recognise who in society, home or school needs to be respected.
- That respect is earned rather than demanded.
- That peers need to be respected and understand that self-respect is the key!

Suggested activity

- Taking parents around the school – acting as tour guide:

Caring for the needs of others showing consideration for family, the old, the disabled, pets: **N-Y6**

Children learn

- That vulnerable people need special care
- That their family is special

Suggested activities:

- Discuss situations where children can help others
- Brainstorm ideas for ways of: caring for people, looking after pets, jobs around the house, taking care of yourself and your things.
- Make a list of people who are sometimes treated unfairly e.g. old people, disabled people, children etc.

Rights and responsibilities at home and at school: **N-Y 6**

Children learn

- That everyone has different types of responsibilities, rights and duties: at home, at school and in the community, and that these can sometimes conflict with each other.
- To appreciate the range of responsibilities undertaken in any family, acknowledging the significance of both 'chores' and caring for others as important family responsibilities.
- To appreciate that as they get older they are able to take on more tasks and responsibilities.
- To understand that there are some things they are not old enough to do yet.
- To make decisions to some extent about what is reasonable and unreasonable
- To gain knowledge, skills and understanding through opportunities to take responsibility

Suggested activities:

- Children make a list of the responsibilities they have within their families. How does being responsible feel? Identify one important thing at home they are responsible for. Share and compile a list of examples.
- What are they not responsible for at the moment but would like to be? Why do they think they are not allowed responsibility at the moment?
- Encourage the children to consider how their responsibilities have changed since they were younger and to think about what new responsibilities they may have in the future. Are they looking forward to these responsibilities? What concerns do they have? How could they address some of their concerns?
- Discuss being asked to do things we do not want to do e.g. tidy our room. List things I do not like doing at home. Compare lists. What are the reasons behind these requests? Are they unreasonable? Write a perfectly good reason for each of the requests. How could these requests be turned into a set of house rules?
- Discuss ways in which children can help younger children in school.
- To recognise the importance of behaving responsibly in different school contexts. In groups, children discuss how they can behave responsibly. How does this change as they go up through the school?
 - at lunchtime
 - in the playground
 - when moving around the school building
 - on school trips.
- Can they provide examples of times when a group or class has been affected by the irresponsible behaviour of an individual or a small group (e.g. a group or class being labelled as 'noisy' or 'naughty')?

Teasing and bullying (cyber bullying under social media)- why it's wrong / why it happens/how to prevent it / how to cope:

N-Y6

Children learn

- To be considerate of other people's feelings - to recognise that teasing can be hurtful
- To appreciate that views differ on what is offensive.
- Why it happens? Why it's wrong? How to cope?
- To recognise types of bullying – name calling – gestures – expressions – rumours etc.
- How to respond when someone is being bullied; look for positive things about themselves and others.

Suggested activities

- Study a picture of a disabled child with other children who are making fun of him for their own amusement.
- Discuss how the children feel when they make fun of someone – proud, clever, silly, guilty?
- Discuss ways in which people are teased or made fun of, and suggest ways of dealing with this behaviour.
- Highlight the effects of peer pressure and the influence of being part of a group.
- Discuss the merits of challenging people who are being unkind and 'walking away' from certain situation.

Making friends, being a good friend, best friends, falling out with a friend, managing conflict,

N-Y6

Children learn

- What makes someone a friend and to understand the values and responsibilities of friendship
- That people have disagreements and various opinions about things
- What is peer pressure? How to deal with peer-group pressure.
- To appreciate that being positive and self-confident earns the respect of others
- To explore ideas of trust and the qualities and values of friendship.
- To know the components of being a good friend: listening, caring, sharing and having fun.
- To know that being a good friend does not mean having to do everything your friend tells you to do.
- To know we have different friends for different purposes.
- To care about other people's feelings and realise that others may be very different from our own.
- To develop coping strategies for friendship issue
- To develop an understanding about different types of friendships and consider what they can offer as a friend
- To develop empathy and awareness of ways to make others develop more positive feelings
- To recognise that friends may be unpleasant if they are upset about something
- How to pay compliments

Suggested activities:

- The children record moments on a 'Friendship Wall' when a friend has been particularly kind to them, or that they have noted another friend being kind. Every half term the post-it notes are taken off the wall and read them out in class. The children are congratulated and get to keep the post-it note to take home. Those deemed to be most worthy of reward are awarded a special sticker.
- Encourage the children to offer examples of when someone has been a good friend to them or to a class mate.
- Look at the danger of thinking that friendship can be bought. Pupils to think of shared activities that don't involve spending a lot of money or using expensive equipment.
- Encourage children to identify their own positive qualities. Lists of words to describe qualities could be offered.
- Children who believe they are not a good friend should be encouraged to take a positive view and think of something they could do to be a better friend.
- Role play conflict and resolution
- Discuss that we cannot all be best friends but we can be friendly with everyone. If we do not like someone, we should still be kind and friendly.
- Round the circle "I feel lonely when..."; discuss what it is like to feel lonely and how to show kindness to lonely children, thank someone in the room who helped when they felt lonely.
- Round the circle: think about and describe a really good friend, who is it? Is it someone at school? Are you a good friend? What do you do with your friends?
- Read Dogger by Shirley Hughes – to talk about acts of friendship.

Managing the cool group

Ys 3-6

Children learn

- How people form groups for many reasons including sport, social, exploration etc.
- That some gangs can be unkind or hostile towards individuals.
- How to be independent, stand up for what is right and for the need to develop a moral code.

Managing social media including cyber bullying:

Ys4-6

- To understand the effectiveness of the media – mobile phones/internet, Facebook etc.
- To understand the tone of messaging and the dangers of easy accessibility of all that is said and written
- To understand internet rules in relations to safety.
- The negative effects of social media and gaming upon mental health

DRUG EDUCATION (WITHIN SCIENCE SOW)

How drugs differ from medicines useful drugs and their development:

Ys 5-6

Alcohol and tobacco socially acceptable drugs:

Ys 5-6

Children learn

- That smoking is an addictive and harmful habit.
- That smoking causes diseases including various cancers, emphysema and heart disease.

Suggested activities:

- To calculate the cost of smoking over a period of time

Illegal drugs effects on the body / effects on society:

Ys5-6

Children learn

- That a drug is a substance that has an effect upon the body.
- To name some drugs, e.g. caffeine, tobacco, alcohol, solvents, heroin, cocaine, marijuana, medical drugs

How to say “no”:

Ys5-6

Children learn

- That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know and the cool group
- How to ask for help
- What are the basic techniques for resisting pressure to do wrong

SAFETY

Basic road and water safety:

N-Y6

Children learn:

- Safe behaviour in public places on school trips, on the road, in pools and at the seaside

Suggested activities:

- Discussion as to road safety on school trips
- Discussion as to how to be safe in the pool (PE SoW)

Friends and strangers:

N-Y6

Children learn

- What ‘Stranger Danger’ means and how to be alert and safe.
- To take appropriate responsibility for their own safety and that of others
- To recognise the risks in different situations and how to behave responsibly
- To remember their address and parents’ phone numbers in case of emergency.

Suggested activities:

- Decide upon a set of useful guidelines for their own personal safety
- Gain knowledge, skills and understanding through opportunities to take responsibility
- Visit from the Police on the topic of ‘Strangers’ – who is a stranger, what to do if a stranger approaches you, ‘safe people’.

Safety in the home:

N-Y6

Children learn

- About electricity and the dangers of mains power 240V. How to use electrical appliances wisely. What to do if an appliance fuses.

- What to do when someone gets an electric shock
- How safe is the classroom and school?

Emergency services and how they work – dial 999:

N-Y6

Children learn

- Basic emergency procedures and where to get help – when and how to dial 999
- How to deal with an emergency Fire – link Science
- When is an ambulance called – priority needs the role of the paramedic
- What is the role of the police? When and where have you seen the police working?
- Understand what first aid is, how to react if first on the scene. Learn basic first aid procedures and skills.
- Discuss how fires start and how fires spread watch video on how fast a fire becomes uncontrollable. Discuss exits, fire extinguishers
- About procedures and equipment that helps to prevent, or decrease the risk of hazard
- To develop their ability to cope with accidents; to know what to do and from where to get help; to practice these actions so as to be able to carry them out when under pressure

Risk taking and staying safe:

N-Y6

Children learn

- To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable;
- That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know. How to ask for help and use basic techniques for resisting pressure to do wrong.
- To understand that making choices often involves risk taking. Appreciate that different activities involves different levels of risk. Assessing by advice and discussion that some risks are worth taking.
- To become aware of the dangers that can arise in any place where people do not take care and use this to influence their behaviour
- To take appropriate responsibility for their own safety and that of others
- How to protect themselves from abuse by having a warm and open framework whereby children can, as easily as possible, "whistle blow" on adults or children and that they will not be in the "wrong"
- That it is never acceptable for an adult to tell a child that certain behaviour is to be kept secret.

Suggested Activities:

- To explore strategies for dealing with worrying situations.
- A classroom or school safety survey. Can the children find any dangers such as slippery floors, steps, mats, broken equipment, furniture or parts of the building that need attention? Whose responsibility is it to look after these things? What should the children do? Point out that they should report such things to a teacher or other adult in the school.
- What people should do if they notice dangers in places such as shops and other public places?
- The children describe accidents in homes about which they have heard or read: how can such accidents be prevented or made less likely? They could describe the steps taken in their homes to keep people safe, such as the use of smoke alarms, non-slip mats, childproof locks, safety bars and locks on windows and baby safety gates on stairs and doorways.
- Ask the children to list things at home that they should not touch or that they should only use when supervised by an adult.

- Take the children to look at signs in and around the school and its neighbourhood: they could draw or take photographs of signs they see. Do they know what the signs mean and how some of them can help to keep people safe?
- To recognise the different risks in different situations and then to decide how to behave responsibly, including sensible road use and judging what kind of physical contact is acceptable or unacceptable
- Study a picture story of a familiar scenario: a child whose parents will not allow them to do something that they feel is risky, even though their friends are allowed to do it.
- Roleplay scenarios regarding how a child should respond if a situation appears threatening e.g. inappropriate looks, behaviour or comments

Internet safety (within IT curriculum also)

Ys 3-6

Children learn

- How to stay safe online e.g. never give out personal details, never meet up in person those you have “met online”
- That online friends may not be what or who they seem.
- The dangers of on line bullying,
- The dangers of grooming, abuse and radicalisation as well as sexting and gambling

ENVIRONMENT

Recycling and how to be ‘eco-friendly’ at home and school:

N-Y6

Children learn

- The scale and extent of waste;
- To identify the range of rubbish produced into natural and man-made; rubbish disposal, recycling and conservation locally
- To recognise the value of recycled goods.

Suggested Activities

- Eco-monitors and eco – committee
- Eco competitions e.g fashion design

Pollution issues (within Science and Geography SoW) – looking after our planet:

N-Y6

Children learn

- That human activities can damage the environment.
- To consider why people harm the environment and discuss the harmful consequences.
- That our actions now will affect others in the future
- To understand what pollution is and what forms it can take. Understand that everyone is responsible and contributes to pollution in one way or another. Identify effective ways to persuade people to change their behaviour.
- To understand the implications of there being 3x as many people in the world as 50 years ago
- To understand that non-renewable resources are being depleted
- That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- The issue of plants and their conservation within the environment; including the impact of deforestation
- To take responsibility for their local environment
- To consider the various factors influencing people’s enjoyment of different environments

Suggested Activities

- Consider what an environment might be like without plants and write about it.

- Consider the situation in countries where there is, or has been drought or fire and discuss ways of helping people in these situations.
- Research and produce a project on the causes and effects of Global Warming
- Study a picture of a busy motorway; list and consider all aspects of damage to the environment presented in the illustration.
- Draw up a list of different things that damage the environment and discuss ways people can stop this situation. Think about energy, water, waste and transport.
- Write small changes the children could make to their lives to help 'save the world' and how we can make the future better for others,

BECOMING AN ACTIVE CITIZEN AND EMBRACING FUNDAMENTAL BRITISH VALUES

Why do we have rules? What is right and wrong:

N-Y6

Children learn

- The reasons for, and consequences of, people not telling the truth
- To acknowledge the continuum between 'truth' and 'lie' and reasons why people sometimes tell 'fibs' or 'half-truths'.
- To understand why we have rules and laws in school, at home and in society

Suggested activities:

- To design a class set of rules
- Write a list of reasons why people sometimes do not tell the truth.
- Consider the differences between 'lie' and 'fib'.

Rules and civil/criminal laws at home, in school and in British society. An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety:

N-Y6

Children learn

- That behaviour that causes distress or harm to others is antisocial. Actions have consequences.
- Why and how rules are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- That there is freedom under the law for all people with any faith and none – all faiths and none are accepted and tolerated and there should never be any discrimination.
- The importance of identifying and combatting discrimination.

Suggested activities

- Discuss ideas of what 'antisocial behaviour' means
- Consider the reasons for antisocial behaviour e.g. bravado, having 'fun', peer pressure etc.
- Look at a picture which depicts examples of antisocial behaviour – list them and discuss the possible consequences of each antisocial act.
- Consider how our actions affect others, and avoid doing things that cause distress or harm.
- Discuss the merit in speaking up when we believe something is wrong, and how this takes courage to do.
- Design a set of school / class rules
- Collect and display rules for different situations e.g. games, using the roads, membership of clubs, countryside codes.
- Do the children think all of these rules are necessary?
- How are people informed about rules? Signs, pictures, written instructions etc
- Discuss what rules there are at school. What is the allocation of associated sanctions/rewards e.g. House Points?
- Ask the children to suggest any improvements to current class or school rules.
- Children design a poster for one school rule

The concept of democracy and the right to vote –Elections and an understanding of how citizens can influence decision-making through the democratic process.

Ys5-6

Children learn

- The meaning and importance of the right to vote and that wars have been fought for this right
- That there are different parties and that people have the right to an opinion
- The debate between the “first past the post” and different types of voting systems
- Names of party leaders

Suggested Activities

- To understand the principals of a UK general election Y6 are divided into 5 parties each with a party leader. Each party is expected to canvass the whole school to vote for their party’s lunch. The Children make posters, rosettes, banners, etc to be displayed around the school. Each party gives a short presentation in Prayers. The election is held on Election Day – all children receive ballot slips, each class is a constituency and they vote in secret in the big room. A member of staff acts as the returning officer. There are nine constituencies and the winning party’s lunch is served the next day.
- Children can vote for their favourite breakfast cereal and information is turned into a graph. Discuss the process of voting – a ‘normal’ vote as opposed to the voting system used in the general election i.e. each person can only vote once, they must vote, the one with the most votes is the most ‘popular’ etc.
- In any national or local election, Y6 go to the polling station vote with the headteacher to see the real process at first hand
- Voting for something that is relevant and real to them

Parliament and how it functions. The role of central v local government. An understanding of the separation of powers between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.

Ys5-6

- This is generally covered in whole school assemblies and suitable topics are brought to the attention of the pupils as and when they arise in the national and international news. For example, proportional representation, Scottish independence, general elections, the importance of voting, the horrors of dictatorships in history and current times. In addition, most years we have a visitor from the Holocaust education trust talking to the children. It is important that, whenever political views are raised, a balanced presentation of opposing views is given.

The role of charities

N-Y6

Children learn

- About different charities
- Discuss the role of the school charity of the term
- How to support the school charity of the term
- That inequality may be characterised by extremes of wealth and poverty and creates division in terms of opportunity and life chances.

Economic education

N-Y6

Children learn

- About shopping / change etc
- About different currencies
- Older pupils are introduced to basic economic principles such as downwards sloping demand curves, opportunity cost, and infinite demand at zero prices, exchange rates, interest rates and taxation. In earlier years we look at principles like the concept of money, the difference between the private and public sector and foreign currency.

PREPARATION FOR SECONDARY SCHOOL AND BEYOND

Interview practice

Ys 2-3 and 6

Children learn

- How to present themselves for the interviews, dress – eye contact – greeting with firm handshake. How to answer questions and elaborate.

How to travel independently and safely

Y6

- To plan ways of becoming more independent and organised at home and at school
- Introduction to bus and tube travel – general public safety including talking to strangers etc..

Life at their next school

Ys

2-3 and 6

Children learn

- To understand Big Fish/Small Fish scenario.
- To understand the general differences so that they look forward to their next school.

Effective preparation for the world of work, careers and life as an adult in British society embracing fundamental British values

Y6

Children learn

- The ways in which being an active citizen in later years could benefit the community one lives in.
- The necessary attributes necessary to be a successful adult in in British society in terms of self-confidence, grit, resilience, positivity and kindness

Suggested Activities

- Parents come in and give talks