

Falkner House

Personal, Social, Health, Economic Education and Citizenship, Spiritual, Moral, Social and Cultural Development (PSHEE). PSHEE at Falkner House includes Spiritual, Moral, Social and Cultural development (SMSC) and Relationships Education (RSE),

Policy, Syllabus and Scheme of work

Nursery – Year 6 including EYFS

(Relationships Education, Relationships and Sex Education (RSE), Health Education 2019 and Online Safety)

INTRODUCTION

This policy sets out the aims, organisation and scheme of work for the teaching of PSHEE and RSE 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, protect mental health, 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. Ensure that children are taught how to keep themselves and others safe online.
13. 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 safety	IT	Years 4-6
● Transgender issues	Science	Year 5-6

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 5 and 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

Mrs Anita Griggs Principal reviewed 15th March 2024. Date of next review - no later than 1st September 2024

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 Spanish

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
- 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

Staying safe online

- how to use technology safely respectfully and responsibly
- why it is important to keep personal information private

- to recognise common uses of information technology beyond school
- Where to go for help and support when they have concerns about content or contact on the internet or other online technologies
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact,
- the opportunities computer networks offer for communication
- Ways to report concerns about content
- what is acceptable/unacceptable online behaviour
- the opportunities computer networks offer for collaboration
- how to be discerning in evaluation of digital content

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. Positive news is also raised whenever possible! 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:

- ring the bell, read the prayer and assist the Headteacher in Assembly
- 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 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 |

PHSEE Nursery	
Topic	Repeated Yearly
Fundamental Values (British)	Listening to others- participating in group discussions. Sharing, Teamwork, taking turns and fairplay (also within PE SoW). Respect and courtesy to peers and adults, objects and ideas
Relationships	Making friends, being a good friend, best friends, falling out with a friend, being lonely, peer influences
Mental Health	Developing grit, resilience and determination.
	Emotions - coping with feeling angry, sad or anxious
	Coping with success or failure - Learning from mistakes and trying again
Topic	Shared with Reception
Personal hygiene	Toothbrushing
	Having a good sleep routine
	Using the lavatory and hand washing
Health & Wellbeing	Good eating habits and staying healthy
	Dressing independently
Fundamental Values (British)	Belonging to a community: local area

PHSEE Reception	
Topic	Repeated Yearly
Fundamental Values (British)	Listening to others- participating in group discussions
	Sharing, Teamwork, taking turns and fairplay (also within PE SoW)
	Respect and courtesy to peers and adults, objects and ideas
Relationships	Making friends, being a good friend, best friends, falling out with a friend, being lonely, peer influences
Mental Health	Developing grit, resilience and determination.
	Emotions - coping with feeling angry, sad or anxious
	Coping with success or failure - Learning from mistakes and trying again
Topic	Shared with Nursery
Personal hygiene	Toothbrushing
	Having a good sleep routine
	Using the lavatory and hand washing
Health & Wellbeing	Good eating habits and staying healthy
	Dressing independently
Fundamental Values (British)	Belonging to a community: local area

PHSEE Year 1	
Topic	Repeated Yearly
Fundamental Values (British)	Listening to others- participating in group discussions
	Sharing, Teamwork, taking turns and fairplay (also within PE SoW)
	Respect and courtesy to peers and adults, objects and ideas
Relationships	Making friends, being a good friend, best friends, falling out with a friend, being lonely, peer influences
Mental Health	Developing grit, resilience and determination.
	Emotions - coping with feeling angry, sad or anxious
	Coping with success or failure - Learning from mistakes and trying again
Topic	Shared with some other year groups
Values (British)	Why do we have rules? What is right and wrong?
Economics	Economic education – jobs in the community
Relationships	What makes a family – different kinds of families – family life, being cared for
	Managing secrets, and getting help
Health & Wellbeing	Good eating habits and staying healthy
	Basic road and water safety
	Risk assessment – stranger danger v. asking for help

PHSEE Year 2	
Topic	Repeated Yearly
Fundamental Values (British)	Listening to others- participating in group discussions
	Sharing, Teamwork, taking turns and fairplay (also within PE SoW)
	Respect and courtesy to peers and adults, objects and ideas
Relationships	Making friends, being a good friend, best friends, falling out with a friend, being lonely, peer influences
Mental Health	Developing grit, resilience and determination.
	Emotions - coping with feeling angry, sad or anxious
	Coping with success or failure - Learning from mistakes and trying again
Topic	Shared with some other year groups
Fundamental Values (British)	Stealing
	Different faiths in the UK community (within RE)
Mental Health	What am I good at? Individual worth
Health & Wellbeing	Risk assessment – stranger danger v. asking for help
Topic	Specific to year group
Relationships	Belonging to a family, bereavement, birth, sibling rivalry and jealousy, features of family life
Safety	Recognising privacy; staying safe; seeking consent
	Emergency services and how they work – dial 999
	Safety in the home (within science)
Fundamental Values (British)	Difference between our monarchy and our government. Houses of Parliament.
	What is democracy?

PHSEE Year 3	
Topic	Repeated Yearly
Fundamental Values (British)	Listening to others- participating in group discussions
	Sharing, Teamwork, taking turns and fairplay (also within PE SoW)
	Respect and courtesy to peers and adults, objects and ideas
Relationships	Making friends, being a good friend, best friends, falling out with a friend, being lonely, peer influences
Mental Health	Developing grit, resilience and determination.
	Emotions - coping with feeling angry, sad or anxious
	Coping with success or failure - Learning from mistakes and trying again
Topic	Shared with some other year groups
Fundamental Values (British)	Stealing
	Belonging to a community – local area
	Rights and responsibilities at home and school
Topic	Specific to year group
Health & Wellbeing	Overall health and wellbeing including sleep
	Regular physical activity
	Setting and achieving personal goals
Safety	Risk taking, risk assessment and staying safe
Relationships	Caring for and the needs of others - friends, family, the old, the disabled and pets
	Tolerance and open-mindedness
Economics	What money is; needs and wants; looking after money
Fundamental Values (British)	Respecting differences: race, ideas, customs, cultures and religions and appearance e.g. birthmarks, eczema, glasses, hearing aids, age.
	Respecting different points of view and expressing opinions sensitively
	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.
	What is a crime? Overview of what is and illegal in the UK and discuss school rules vs. national law.
	The value of rules and laws; rights, freedoms and responsibilities
	How do the courts work, the role of a judge vs. a barrister and what is a jury

PHSEE Year 4	
Topic	Repeated Yearly
Fundamental Values (British)	Listening to others- participating in group discussions
	Sharing, Teamwork, taking turns and fairplay (also within PE SoW)
	Respect and courtesy to peers and adults, objects and ideas
Relationships	Making friends, being a good friend, best friends, falling out with a friend, being lonely, peer influences
Mental Health	Developing grit, resilience and determination.
	Emotions - coping with feeling angry, sad or anxious
	Coping with success or failure - Learning from mistakes and trying again
Topic	Shared with some other year groups
Fundamental Values (British)	Rights and responsibilities at home and school
	Different faiths in the UK community (within RE)
Mental Health	What am I good at? Individual worth.
Safety	Risk taking, risk assessment and staying safe
	Internet safety including dangers of online risks - bullying, pornography, gambling, grooming, abuse and radicalization (in IT, also Y5 and 6)
Topic	Specific to year group
Relationships	Teasing and bullying - why it's wrong / why it happens/how to prevent it/ how to cope
	Assertiveness v. aggression
Health & Wellbeing	Drugs common to everyday life e.g. Nurofen and calpol
Economics	Making decisions about money; using and keeping money safe
Environmental	Recycling and how to be 'eco friendly' at home and school (within geography/science)
	Pollution issues (within geography/science)
Fundamental Values (British)	The concept of democracy and the right to vote – elections and an understanding of how citizens can influence decision-making through the democratic process
	Why it is important to vote, how and when we vote
	The role of charities

PHSEE Year 5	
Topic	Repeated Yearly
Fundamental Value	Listening to others- participating in group discussions
	Sharing, Teamwork, taking turns and fairplay (also within PE SoW)
	Respect and courtesy to peers and adults, objects and ideas
Relationships	Making friends, being a good friend, best friends, falling out with a friend, being lonely, peer influences
Mental Health	Developing grit, resilience and determination.
	Emotions - coping with feeling angry, sad or anxious
	Coping with success or failure - Learning from mistakes and trying again
Topic	Shared with Year 6
Safety	Internet safety including dangers of on line risks - bullying, pornography, gambling, grooming, abuse and radicalization (within IT)
	managing time online (within IT)
	managing social media (within IT)
	managing on line relationships (within IT)
	Risk taking, risk assessment and staying safe
Growing & Changing	Puberty and menstruation - physical and emotional changes, personal hygiene routines; support with puberty (within science)
Mental Health	What affects mental health and ways to take care of it; managing change and pressure and stress
Topic	Specific to year group
Health & Wellbeing	healthy eating habits (within science)
	healthy sleep habits (within science)
	Alcohol and smoking (within science)
Safety	First Aid
Relationships	Managing the cool group
	Permission seeking and giving and the concept of personal privacy. Establishing personal space and boundaries and privacy. Show and accept the differences between appropriate inappropriate and inappropriate physical and other contact as a means of looking at consent in an age appropriate fashion
Fundamental Values	Acceptance of similarities and differences and encouraging consideration respect and kindness for others:
	Rules at home, in school and in law in British society. An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety
	Valuing diversity- challenging discrimination and stereotypes
	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.
	What is a crime? Overview of what is and illegal in the UK and discuss school rules vs. national law.
	The value of rules and laws; rights, freedoms and responsibilities
	How do the courts work, the role of a judge vs. a barrister and what is a jury

PHSEE Year 6	
Topic	Repeated Yearly
Fundamental Values	Listening to others- participating in group discussions
	Sharing, Teamwork, taking turns and fair play (also within PE SoW)
	Respect and courtesy to peers and adults, objects and ideas
Relationships	Making friends, being a good friend, best friends, falling out with a friend, being lonely, peer influences
Mental Health	Developing grit, resilience and determination.
	Emotions - coping with feeling angry, sad or anxious
	Coping with success or failure - Learning from mistakes and trying again
Topic	Shared with Year 5
Safety	Internet safety including dangers of on line risks - bullying, pornography, gambling, grooming, abuse and radicalization (within IT)
	managing time online (within IT)
	managing social media (within IT)
	managing on line relationships (within IT)
Mental Health	What affects mental health and ways to take care of it; managing change and pressure and stress
Topic	Specific to year group
Growing & Changing	Human reproduction and birth (within science)
	Puberty and menstruation - physical and emotional changes, personal hygiene routines; support with puberty, gender reassignment (within science)
	FGM (within science)
Health & Wellbeing	healthy sleep habits (within science)
	How drugs differ from medicines useful drugs and their development (within science)
	Illegal drugs effects on the body / effects on society / drugs and the law (within science)
	How to say “no” – drugs (within science)
Safety	First Aid
	Risk taking, risk assessment and staying safe
	Keeping safe in different situations, including responding in emergencies, first aid
	How to travel independently and safely
Mental Health	What affects mental health and ways to take care of it; managing change and stress
Relationships	Valuing diversity- challenging discrimination and stereotypes
	Permission seeking and giving and the concept of personal privacy. Establishing personal space and boundaries and privacy.
	Show and accept the differences between appropriate inappropriate and inappropriate physical and other contact as a means of looking at consent in an age-appropriate fashion
	Managing the cool group
	Attraction to others; romantic relationships; civil partnership and marriage

Fundamental Values (British)	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
	Parliament and how it functions. Commons vs. Lords. 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
	Effective preparation for the world of work, careers. Avoiding stereotypes.
	Life as an adult in British society embracing fundamental British values
Economic	Identifying job interests and aspirations; what influences career choices
	Influences and attitudes to money; money and financial risks. Needs and wants
	Interview practice
	Life at the next school

SCHEME OF WORK

Mrs Anita Griggs Principal reviewed 15th March 2024. Date of next review - no later than 1st September 2024

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 DVDs
- 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 exercise 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.