



Personal, Social, Health, Economic Education and Citizenship, Spiritual, Moral, Social and Cultural Development (PSHE) at Falkner House includes Spiritual, Moral, Social and Cultural development (SMSC) and Relationships and Sex Education (RSE), Policy and Syllabus

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 PSHE and RSE throughout Falkner House. PSHE 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 PSHE and RSE discussions but in their daily dealings with each other and the pupils. Every aspect of school life underpins PSHE - 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, Year 6 secondary results are made light of in public and scholarship winners are not singled out. 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 relationship lessons. Parents are reminded annually that our PSHE & RSE policy, syllabus and scheme of work is on our website and that their comments are welcome.

Mrs Anita Griggs Principal reviewed 9th October 2024 and approved by the board 10th October 2024

Date of next review - no later than 9th October 2025.



Aims and Objectives

Through every aspect of school life, we actively teach the following such that 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

Mrs Anita Griggs Principal reviewed 9th October 2024 and approved by the board 10th October 2024

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- the importance of respecting and having a positive view of others, even when they are different from themselves: age, disability, gay, pregnant, religion, race, sex, - the protected characteristics (we exclude gender reassignment due to age of children and the latest guidance) as well as differences in character, personality or backgrounds.
- to avoid sexual exploitation of others and how 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
- The concept of personal space 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

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)

Mrs Anita Griggs Principal reviewed 9th October 2024 and approved by the board 10th October 2024

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- 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

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. Each form teacher ensures that the syllabus (see appendix) is covered during the year and there is of course, deliberately, much reinforcement of the topics. The children have many opportunities to work as individuals and as part of a group with both free play and adult led experiences. The head teachers are constantly discussing with staff and monitoring as to how effective is the school's teaching of PSHE and RSE. There is much cross-curricula work e.g.:

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.

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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

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.

PSHE is constantly evolving and staff relate their planning to current affairs, choosing when and how to incorporate PSHE topics into the school day, for example, using role play, circle time and in daily school activities. PSHE is delivered in dedicated timetabled lessons but, as importantly, also as things arise during the school day.

In general the syllabus is delivered through discussion-based and practical activities - the children might practise brushing their teeth or go with their teachers so as to be shown how to cross a road safely . We do not use any external “bought in” PHSE resources. As the children get older the world outside the school becomes more important - more visitors come in to talk to the children and the children make more visits to outside centres. Transgender issues are not discussed owing to the age of the children and the latest government guidance.

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 this means we celebrate St Patricks, St

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Georges and Burns Day as well as national events such as Royal Weddings and Jubilees. We also celebrate / commemorate Diwali, Eid, Yom Kippur, Chinese and Jewish New Years with support from appropriate parents. Remembrance Day and Carol services are held annually in a local church for children, their families and friends.

We actively promote fundamental core British values of democracy, the rule of law, individual liberty and mutual respect and understanding of those with different faiths and cultures. - all faiths and none are welcome at Falkner House. We encourage tolerance and harmony between different cultural traditions and faiths. 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 ‘Eco Monitors’ report back to their form on the topics and issues raised. The council is able genuinely to effect change within the school; e.g .suggestions for competitions and battery recycling.

RSE

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.

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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.

Mrs Anita Griggs Principal reviewed 9th October 2024 and approved by the board 10th October 2024

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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.

Our science curriculum in Years 5 – 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.

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 at Falkner House takes 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

We aim to ensure that children:

- see that nothing is taboo and everything can be discussed
- have a healthy attitude

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- 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 sex 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

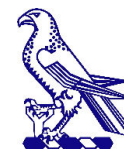
Parents are made aware both in meetings (Y4 and Y5) and also in the Appendix below as to the detailed content of what will be taught in relationships education at Falkner House. We also offer support in talking to their children about sex education and how to link this with what is being taught in school.

Post 11+ Exams

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

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| • First aid course | • London project |
| • Residential trips e.g. Itchenor/ Great Escape | • Basic economics and politics |

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APPENDIX - CURRICULUM

| PSHE Nursery | | |
|-----------------------|--------|---|
| Topic | | Repeated Yearly |
| Fundamental (British) | Values | 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 (British) | Values | Belonging to a community: local area |

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| PSHE 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 |
| | What makes a family–, different kinds of families, family life, being cared for |
| 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 |

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| PSHE 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 | Managing secrets, and getting help |
| | Good eating habits and staying healthy |
| Health & Wellbeing | Basic road and water safety |
| | Risk assessment – stranger danger v. asking for help |
| Topic | Specific to year group |
| Fundamental Values (British) | Honesty and truthfulness |
| Health & Wellbeing | Naming body parts (within science) |

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| PSHE 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? |

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| PSHE 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 |
| | Internet safety including the SMART rules (within IT) |
| 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 |

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| | How do the courts work, the role of a judge vs. a barrister and what is a jury |
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| PSHE Year 4 | |
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| 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 on line 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 |

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| PSHE 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,, 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, pressure and stress |
| Fundamental Values (British) | Analysis of the what is meant by the protected characteristics - age, disability, gay, pregnant, religion, race, sex, (we exclude gender reassignment due to age of children and the latest 2024 guidance) |
| 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 |

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| | Internet safety including SMART rules (within IT) |
| 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 (British) | 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 |

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| PSHE Year 6 | |
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| 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 Year 5 |
| Safety | Internet safety including dangers of on line risks - bullying, gambling, grooming, abuse and radicalisation (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 |
| Fundamental Values (British) | Analysis of the what is meant by the protected characteristics - age, disability, gay, pregnant, religion, race, sex, (we exclude gender reassignment due to age of children and the latest 2024 guidance) |
| 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 (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 |

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| 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), 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 |

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