

Hove Learning Federation Personal, Social and Health Education Policy Including, Relationships, Health and Sex Education Policy

Amended: Spring 2023

Adopted by Learning & Teaching Committee on behalf of the Governing body: Spring 2023

We are committed to safeguarding and ensuring the health, safety and well-being of all pupils in accordance with safeguarding procedures and guidance for staff outlined in the school's Health and Safety, Child Protection, Security and Safeguarding policies.



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1. Introduction

Personal, Social, and Health Education (PSHE) is a key area of learning that demonstrates our school's ethos and philosophy in action. It acts as a vehicle for our school to help fulfil the statutory responsibility to safeguard pupils, support their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life.

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

This is why Relationships Education has been made compulsory in all primary schools in England and Relationships, Health and Sex Education (RHSE) compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. In our school this part of the curriculum will be delivered through PSHE.

This policy covers our school's approach to the personal, social, health and economic (PSHE) education curriculum and meets the requirement for a RSHE policy. This policy also applies to PSHE education delivered to pupils who are on school roll, but are educated off-site for part of their education.

This policy also references aspects of support provided in school and outside of school for pupils who need additional support related to some aspects of their wellbeing. This policy also signposts to the school approach to dealing with drug and alcohol related incidents.

Schools are part of the society in which they operate, so what goes on outside its walls influences what goes on inside. Our school is part and parcel of the changing nature of British Society, but aim for it to be a space in which to build a better future as well and one in which children can explore their own identities in a safe way. This policy therefore supports and is also supported by policies on behaviour, inclusion, equality, anti-bullying and safeguarding. All staff have read and signed Keeping Children Safe in Education.

2. Statutory Duties

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, Relationships Education and Health Education compulsory for all pupils receiving primary education.

Our PSHE education programme supports our school to meet our statutory duties 'to promote the well-being of pupils at the school' and to ensure that we have a balanced and broadly-based curriculum which:

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

As part of this broad and balanced curriculum, PSHE education also promotes the values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those from secular and atheist backgrounds.

Hove Learning Federation is committed to serving both its local and wider communities. It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom, and therefore those it serves. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

The Local Authority, on behalf of the school, accepts admissions from all those entitled to an education under British law, including pupils of all faiths or none. The school follows the policy regarding Equalities and Diversity, which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar.

In the planning and delivery of PSHE education we will show due regard under the Equality Act 2010 to the need to:

- Eliminate discrimination and harassment
- Advance equality of opportunity and
- Foster good relations

We will also comply with the Human Rights Act 1998.¹

We will make every effort therefore to ensure that our PSHE programme is inclusive of all groups of pupils, is informed by their needs and reflects the diversity of our school and wider community. PSHE supports understanding of equality and diversity, the development of critical thinking skills, and encourages respectful and safe discussion and debate on sensitive issues.

Our PSHE programme also supports us in our safeguarding duties and develops the skills pupils need to keep themselves safe including online.

3. Aims

Our Vision

At Hove Learning Federation, our vision is that our children will develop a lifelong love of learning. Our aim is that the children are creative and inventive, both in and out of school. Working in partnership with families, carers and members of the wider community we aim to foster their desire to explore, stimulate their curiosity and provide them with the tools necessary to make them independent learners who are excited by the world they live in.

Children will learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

¹ <https://www.equalityhumanrights.com/en/human-rights-act/article-2-first-protocol-right-education>

4. Intent

PSHE develops the following of our school's aims:

- To ensure children are safe, happy and achieving their full potential
- To improve life chances by providing opportunities to develop skills for lifelong learning
- For children to be responsible, active citizens in a multi-cultural and modern Britain
- To celebrate diversity
- To prepare children for the complexities and challenges of modern life

5. Implementation

During their time at Hove Learning Federation, we aim to enable children to:

- Develop personal autonomy by encouraging self-awareness, self-esteem and self-confidence.
- Acquire a sense of social and moral responsibility, both to themselves and others.
- Make informed decisions.
- Encourage tolerance, respect and sensitivity to others.
- Understand that they can make a contribution to their community and to recognise the value of their involvement.
- Understand society, including its political, economic, and legal structures.
- Be aware of world issues and their role in this context.

6. Content

Aims and key principles:

Expectations:	Strategies:
Learning objectives and statements related to the early learning goals are taught in the Early Years.	-The three strands of PSHE learning in the Early Years are 'Building Relationships', 'Self-Regulation' and 'Managing Self'. Age bands range from 0-Reception age and each of these bands have age related learning expectations. We teach from these strands in our PSHE lessons using Brighton & Hove City Council guidance for long term planning.
The National Curriculum objectives are used to support planning in KS1 and KS2.	-All year groups have weekly age-appropriate discrete PSHE teaching sessions. Brighton & Hove City Council PSHE Service has produced a Programme of Study for PSHE education and a range of resources to support planning and delivery. -We have used these resources alongside statutory guidance from the Department for Education PSHE Association Programme of Study for PSHE Education (Key Stages 1-5) , as a guide to developing our own curriculum to suit the needs and character of our school, the pupils/students in it and in the context of a broad and balanced curriculum. - Aspects of the subject are also addressed during times such as whole school and class assemblies, school council feedback and story time. The class teacher may also use the forum of 'circle time' to address specific class issues that may arise, e.g. friendship issues, comments that are inappropriate, etc.
A clear spiral curriculum that progresses throughout each key	PSHE education is at it's core focussed on obtaining knowledge, practicing skills and exploring attitudes and choices in a range of real-life situations. We believe

stage builds on prior learning and introduces age-appropriate concepts, knowledge and skills.	that effective teaching and learning in PSHE education contains the same elements as for all subjects and teachers will plan accordingly, including for example opportunities for developing pupil confidence and enjoyment in reading. The programme is taught through a spiral curriculum. This means themes are approached in an age-appropriate way and returned to later, building on what has gone before and which reflects and meets the personal and developmental needs of the children and young people.
Organisation of content across the school	Please see Appendix 1 for curriculum content in more detail
Additional KS1 learning	As of 2020, we are introducing weekly mindfulness sessions into the PSHE curriculum. This is a direct response to the impact of COVID-19 and lockdown on children's mental health and well-being. Each unit follows a cycle of 3 sessions which follow a pattern of guided mediation, mindfulness tools and techniques and yoga. Each unit focuses on an aspect of mindfulness and aims to give children tools to use in stressful moments to help both improve their emotional wellbeing and help equip them with coping mechanisms for tricky moments and times in their lives. This looks necessarily different in EYFS, due to the learners' young age. IN EYFS the concept of mental well-being is introduced through the SMILE unit of learning in Autumn 2 and mindfulness sessions begin in Spring.
PSHE links to other areas of the curriculum	<ul style="list-style-type: none"> - Our PSHE education programme is enriched by cross-curricular and other activities designed to enhance personal development and support children and young people, including 5-minute daily mindfulness activities/WWO activities/Anti Bullying Week/Refugee Week/Walk to School Week. -The PSHE education curriculum is supported by other learning opportunities across the curriculum and in assemblies. This delivery is monitored as outlined above to ensure all pupils receive a quality programme of relevant PSHE. -PSHE education complements several subjects including science, PE, RE, computing, and citizenship. We look for opportunities to draw links between the subjects where appropriate. For example, encouraging an understanding of life skills such as maintaining bodily hygiene and making healthy lifestyle choices in science and recognising and celebrating different religions, races and lives in RE. For more information about specific cross curricular links in each year group, see termly overviews. -In addition, discrete PSHE education lessons are supplemented by: learning opportunities in other curriculum subjects such as Science, Drama, RE and Citizenship/whole school and extended enrichment activities including assemblies and enterprise projects etc. -PSHE Education also contributes to whole school projects such as those we undertake for the Schools of Sanctuary Programme: Arts Week/Refugee Week and the school 'Shelter' project.
Inspirational and relatable role models are referred to and taught.	<ul style="list-style-type: none"> -All of our staff make a valuable contribution to the PSHE program in our school. To support the development of our children we maintain strong links with parents, governors and external agencies such as the Police Liaison Officer and School Nurse. These visitors are briefed to ensure that their contribution fits effectively into our scheme of work. -The children may also receive visits from members of the public and parents. Such experiences, coordinated by the subject leader and/or class teacher, allow the children to deepen their learning by linking it to professionals in real life contexts, e.g. hand washing taught by a nurse, or who to seek help from if lost delivered by members of the police force.
PSHE lessons are hands on and active.	-Teachers utilise a range of strategies to deliver PSHE with a focus on active and experiential learning techniques. This enables pupil participation, involvement in their learning and also develops pupil's confidence and skills in talking, listening and critical thinking.

	<p>-Children are encouraged to take responsibility for their own learning within an environment conducive to independence.</p> <p>Techniques used include (please note this list is not exhaustive):</p> <ul style="list-style-type: none"> · Establishing Golden Rules and classroom rules with pupils – as in all aspects of PSHE&C a set of ground rules helps to create a safe environment · Using distancing techniques such as puppets, stories, video clips · Preparing for unexpected questions or comments from pupils and learning from mistakes and differences of opinion. It is also important for children to know that it is safe to change their minds. · Use of Circle Time (originally developed by Jenny Mosley) · Use of interactive displays e.g. 'Feelings display' <p>-We promote being curious as a key part of learning and children and young people often have a range of questions to ask. As educators we aim to respond positively to all questions bearing in mind the age and maturity of the pupils and the need to model that we can talk about difficult or sensitive issues.</p> <p>-During some units of work, we use question boxes/a worry box to encourage the posting of anonymous questions. Teachers then take these questions away and use them to plan lessons and or develop opportunities for individuals or groups to research the question (if appropriate) or to apply knowledge they have learned. Pupils will sometimes be asked to put a question asked in the lesson into the question box.</p>
Extra-curricular opportunities are offered	<p>-Opportunities for extra-curricular activities, such as School Council, after school clubs or one-off activities are promoted by the PSHE coordinator via the School Newsletter and Parent Notice Board.</p> <p>-The School Council are elected by each class to ensure fair representation. - Particular events that may suit individuals, such as the School Council Pupil Participation Day, will be arranged by the coordinator, and/or School Council leader.</p>
Sustainability topics are taught.	<p>-The activities, equipment, displays and references used in PSHE&C reflect the interests and experiences of all children and promote an awareness of global issues.</p> <p>-Opportunities for celebrating cultural diversity and promoting community cohesion are identified in the Scheme of Work.</p> <p>-Resources used include items from other countries and an array of cultures and they should reflect the interests and experiences of children, ensuring that stereotypes are challenged and positive contributions and achievements of all members of society are both recognised and celebrated.</p> <p>-Events such as Eco-week, visitors to our school such as a local vet and ambulance service and Sussex Wildlife Trust enhances the curriculum and helps to promote community cohesion.</p>

7. Health, Relationships and Sex Education

Our teaching & planning aims to ensure that pupils have an age-appropriate understanding of what the law says about sexual activity, relationships and young people and safeguarding.

Relationships Education and Health Education is compulsory for all pupils receiving primary education. RHE offers our pupils significant opportunities to develop the knowledge, skills and understanding they need to achieve, to be resilient and to lead lives that are safe, confident, happy, healthy, responsible and independent. RHE helps pupils understand their personal, social and emotional development and provides opportunities to explore a range of attitudes and values. RHE

provides children and young people with a safe learning environment to develop and practise the skills necessary to manage the moral, social and cultural challenges and responsibilities that are part of growing up and living in the world. It also contributes to our partnership work with Public Health England to improve health and wellbeing across the school community.

Expectations:	Strategies:
The National Curriculum objectives are used to support planning in KS1	The statutory Science curriculum includes learning about the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in plants and animals. Parents and carers do not have a right to withdraw from what is in the science national curriculum.
The National Curriculum objectives are used to support planning in KS2.	Our curriculum includes age-appropriate teaching and learning about how a baby is conceived and born. Parents and carers have the right to withdraw from this part of the PSHE curriculum. The sex education elements of the curriculum are highlighted on the curriculum information we share with parents and carers.
Parents and carers are informed of upcoming sessions	Parents/Carers will be advised about forthcoming RHE lessons. Further details of the lessons will be provided to parents and carers upon request and they will be invited to view any materials before the lesson. We also lead workshops for parents and carers annually on these sessions to promote clarity and allay any fears surrounding them.
Parental right to withdraw	<p>The school is well aware that the primary role in children's RHE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.</p> <p>In promoting this objective, we:</p> <ul style="list-style-type: none"> • Inform parents about the school's RHE policy and practice • Answer any questions that parents may have about the RHE of their child • Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RHE in the school • Inform parents and carers of their right to withdraw from sex education
Parental right to withdraw in Key Stage One	<ul style="list-style-type: none"> • Parents and carers have the right to withdraw their child from sex education. • The only sex education delivered at WHI is one slide of a PowerPoint of one lesson in Year 2. This is the part of the lesson when we explain why male and female bodies are different and the explanation that a sperm and an egg are needed to make a baby. • Parents can request to withdraw their child by speaking to the class teacher at any point in the year before the May Half Term.

	<p>Sessions for this are taught in Summer 2 and we will send yearly reminders of this in the Summer 1 Term.</p> <ul style="list-style-type: none"> • If parents/carers do request their child be removed from this lesson, then that child will be provided with alternative work, linked with the PSHE and Citizenship programme, and be invited to join another class for that session.
Parental Right to withdraw in Key Stage Two	<ul style="list-style-type: none"> • Parents and Carers have the right to withdraw their child from some aspects of Relationship and Health Education sessions which are, as follows: Year 4-One lesson on how babies are conceived Year 6- One PowerPoint slide that explains the term masturbation Year 6-Whole session on how babies are conceived, covering sexual intercourse and contraception • Parents and carers do not have the right to withdraw children from any other aspect of Relationships and Health education • We keep records of pupils who withdraw from RHE.
Questions from children relating to Relationships and Health Education	<ul style="list-style-type: none"> • If a child asks a question related to sex education that is not covered in the curriculum, then we will gently divert this question to be discussed later. We will then pass this question onto the child's parents or carers for them to discuss with their child, if they feel it is appropriate. • We will also discuss with parents and carers the possibility that pupils may ask and have questions answered which relate to sex outside of the taught sex education curriculum. For example, in science or relationships education or even in a literacy lesson. Teachers will make decisions in that moment about answering in an age-appropriate way to meet pupils' needs and we cannot guarantee that this will not take place in front of a child withdrawn from formal sex education teaching.

8. Assessment

Expectations:	Strategies:
Assessment specific to EYFS	<p>In the EYFS, the curriculum is planned using the Brighton and Hove county council guidance document. These areas are assessed half termly by the discrete subject categories of: Self-Regulation; Building Relationships; Managing Self . They are also cross referenced by the broader aspects of Listening and Speaking and Understanding from the Communication and Language aspect of the EYFS curriculum. Progress in the EYFS is assessed against the different ages bands. The end of year assessment is judged against whether the children have met, are developing towards, or exceeding past the 'Early Learning Goal'. This judgement is made from evidence of the child as a learner in the environment, as well as direct taught lessons.</p>

Assessment specific to KS1	<p>In Key Stage One, class teachers use their teacher knowledge and evidence via written tasks to mark the children's progress at the end of each academic year using the software Target Tracker.</p> <p>Each child's record will be completed electronically and will be added to as the child moves through the school using the same format for all of Infant School. These assessments will inform the end of year reports that are sent home to parents.</p> <p>West Hove Infants School covers the PSHE curriculum from the Foundation Stage to the end of KS1. Information regarding the children's attainment is then passed on to the relevant Junior school, generally West Hove Junior School, who cover the KS2 curriculum.</p>
Assessment specific to KS2	<p>We carry out a range of baseline and needs assessment techniques prior to delivering units of work to ensure that our planning builds on prior learning and responds to the needs of pupils.</p> <p>We use assessment to embed knowledge, check understanding and to inform teaching. A key marker for progress in this subject will be the pupils' ability to demonstrate the essential skills of PSHE. Our assessment practice encompasses teacher, peer and self-assessment.</p> <p>We also report to parents and carers on pupil progress in PSHE education so that they are aware of the value we place on the subject.</p> <p>The success and impact of our PSHE education programme will be additionally measured on progress made by pupils, reductions in bullying recorded, improvements in relevant SAWSS data, improvement in behaviours for learning, reduction in playground incidents and increased referrals to services.</p>
Assessment is linked to planning and all assessments in PSHE are used to inform future teaching and learning	<p>We evaluate approaches to teaching and learning, based on individual classes and whole school needs, in partnership with pupils, governors and parents. PSHE education is delivered by class teachers and where appropriate specialist teachers who have a good knowledge of the subject. Teachers present the subject matter clearly, promoting appropriate discussion about the subject matter. They check understanding, identify misconceptions and provide clear feedback to pupils. Teachers will provide opportunities for questions and will follow up anything raised within the class discussions.</p>

9. Skills

Aims and key principles:

Expectations:	Strategies:
Key skills are embedded in each lesson and unit and carefully mapped out across the school	<ul style="list-style-type: none"> • Ground rules are introduced at the beginning of each session • Please see Appendix 2 for curriculum overview

Key skills are taught alongside the knowledge acquisition aspect of the lesson	<ul style="list-style-type: none"> • Working with Others skills are woven into the curriculum both discretely in PSHE and within other subjects • Please see Appendix 1 for exhaustive skill list
Key skills progress across the Key Stages	<ul style="list-style-type: none"> • See appendices for further information
Key vocabulary is used in each lesson and displayed on current communal displays	<ul style="list-style-type: none"> • For EYFS and KS1, key words are displayed on flips at the beginning of each session • For KS2, new and subject specific language are embedded in the lesson resources • Please see Progression Ladder (Appendix 1) for vocabulary lists for each strand of PSHE
Children with SEN or with EAL have tailored support to scaffold their learning	<p>-We respect and recognise that our pupils have different levels of ability, maturity, personal circumstances alongside SEND and EAL need and backgrounds.</p> <p>-We respect their unique starting points by providing learning that is inclusive, differentiated and sensitive to their needs. Pupils with special educational needs, EAL and disabilities gain support and skills from PSHE rather than needing to be protected from it.</p> <p>-We work with pupils to grow understanding of public and private, and use of scripts and social stories, as appropriate. This could also include; allocating adult support, providing additional support materials (e.g. visual aids such as photographs, Makaton symbols, concept boards), modifying tasks (e.g. working on the same objectives but with an alternative choice of media, recording work in different ways such as with a digital camera/ verbally/ with a tape-recorder).</p> <p>-We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their special educational need and disability.</p> <p>-We recognise that some pupils may need extra support in addition to PSHE to stay safe and healthy and to behave in non-abusive and non-harmful ways. In our school this could be provided through a learning mentor/small group work/school nurse/Primary Mental Health Worker/referral to other group or service. All parent/carers would be contacted in advance to discuss or ask for consent for any additional support.</p> <p>-Relevant national and local data and research including the Safe and Well School Survey will be used to inform curriculum review and development.</p>

10. Knowledge and Vocab

Aims and key principles:

Expectations:	Strategies:
Children are taught key specific vocabulary as advised by Brighton and Hove City Council	-See Progression ladder for an exhaustive list of vocabulary taught by topic
Vocabulary linked to each unit is included in the Core Knowledge File and Curriculum Maps and progression ladders	- See Appendix 4
Vocabulary is included in each session and progression across sessions and year groups is evident	-Children's vocabulary is matched to their age and level of maturity. -Clear progression is planned for using Brighton and Hove City Council guidance in coordination with PSHE Subject Leaders
Content specific knowledge is included in each session and on display in classrooms.	-Key words with layered Makaton visuals are used in each session for EYFS -KS1 and 2 use key vocabulary in each session taught
Misconceptions in knowledge and vocabulary are picked up early and addressed within lessons or before the subsequent lesson.	Prior to delivery of units of work which can provoke a range of challenging questions, such as teaching about loss/puberty, PSHE teachers and support staff will explore and agree together how they will respond to an anticipated range of questions that could come up, taking into account the age and needs of the class. Staff will also use strategies such as 'I need some time to think about that question...' or 'what do you think it means...?' to support them in answering questions.

Appendixes

Appendix 1: EYFS and KS1 Progression Ladder

	Year R			Year 1	Year 2
	Nursery	Reception	By the end of Reception (ELG)		
Key Skill 1: Identity, Self-awareness, resilience and Managing feelings	(Subjects covered below are Self-Regulation, Managing Self and Building Relationships, hereon referred to as SR, MS and BR) By the end of EYFS:			As PSHE is a newly statutory subject, there is currently no statutory assessment correlated to the subject. However, the below key strands and objectives have been taken from the B&HCC PSHE team, suggesting age-appropriate learning for infant stage By the end of KS1:	
	On-going Children select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. (MS)	On-going Children can express their feelings and consider the feelings of others. (SR)		Children know some ways to calm myself down and relax Children can recognise and name their feelings	Children know some ways to calm themselves down and relax
	Autumn 1 Children are developing their sense of responsibility and membership of a community (SR)	Spring 1 & 2 Children see themselves as a valuable individual (MS)	Children can an set and work towards simple goals, is able to wait for what they wants and control their immediate impulses when appropriate (ELG-SR)	Children can discuss similarities and differences between themselves and peers (Aut1) Children know that they are unique and can discuss what makes them special (Aut1) Children can recognise and respect differences between themselves and people in their community who have different faiths/beliefs/cultural heritage (Spr 2)	I can identify many different types of family and tell you what they might have in common (Spr) I am able to recognise that some groups of people are not treated equally and I know some ways to challenge this safely (Spr)
	Autumn 2 Children talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' (SR)	Autumn 2 onwards Children are able to identify and moderate their own feelings socially and emotionally (SR)	Children show an understanding of their own feelings and those of others, and are beginning to regulate their behaviour accordingly (SR)	Children know how to recognise and name their feelings	Children can talk about ways to calm themselves down when they are feeling angry or upset and how to relax. (Au1)
	On-going Children increasingly follow rules, understanding why they are important (MS)		Children can explain the reasons for rules, knows right from wrong and tries to behave accordingly (MS)	Children can remember our community rules and why it is important to follow them (Au1)	Children can talk about why we have rules and why it is important to follow them (Au1)

	Children do not always need an adult to remind them of a rule (MS)				
	On-going Children are showing more confidence in new social situations (BR)	Autumn 2 Children show resilience and perseverance in the face of challenge (MS)	Children are confident to try new activities and show independence, resilience and perseverance in the face of challenge (SR)	<i>Children know what persevering means (Spr1)</i> <i>Children can set themselves a goal and achieve it (Spr1)</i>	<i>Children can talk about the things they are good at, and the things they find more difficult (Au1)</i>
	Autumn 1-onwards Children are increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly (MS)	On-going Children manage their own needs. • Personal hygiene (MS)	Children manage their own basic hygiene and personal needs, including dressing and going to the toilet...(MS)	xxxxxxx	xxxxxxx
	Spring 1 Children are able to make healthy choices about food, drink, activity and tooth-brushing (MS)	Spring 1 Children know and can talk about the different factors that support their overall health and wellbeing; regular physical activity (MS)	Children manage their own basic hygiene and personal needs...understanding the importance of healthy food choices. (MS)	<i>Children know what moderation means and why it important for my diet (Aut2)</i>	<i>Children can talk about what makes a healthy food choice (Su2)</i> <i>Children can talk about how physical activity helps us to stay healthy (Su2)</i>
		Spring 1 Children know and can talk about the different factors that support their overall health and wellbeing; sensible amounts of 'screen time'(MS)			
		Spring 1 Children know and can talk about the different factors that support their overall health and wellbeing; having a good sleep routine (MS)			<i>I can talk about what a habit is and how to create healthy habits (Su2)</i> <i>I can talk about why sleep is important and different ways to relax (Su2)</i>
		Spring 1 <i>Children know and can use skills that contribute to good well-being and mental health</i>		<i>I know ways to stay well and who to approach if I am feeling unwell (Aut2)</i> <i>I can talk about ways I have changed</i> <i>I can talk about my feelings around change</i> <i>I know ways I can care for my body (Sum2)</i>	

Vocabulary	Emotions: Happy, Angry, Sad, Excited Well-being: Brain, mind, body, healthy, everyday foods, sometimes foods, sleep, brushing, washing, poorly, medicine, injection, poorly/unwell Learning Characteristics: Independence, resilience, perseverance, cooperation, imagination, curiosity			Emotions: worried, excited, nervous, angry, same, different, emotion, loss, challenge, different Celebrations: food, drink, celebration, same, different, choice, active, protect, damage, sun, effect, games, safety, cultures, world, countries, special times	Friendships: Care, excluded, friend, difficult, problems, resolve Well-being: Healthy diet, oral health, physical activity, active, sleep, vaccination routine, hygiene, food, rest, routines.
Key Skill 2: Getting on with others -negotiation and consent	By the end of EYFS:			By the end of KS1:	
	On-going Children help to find solutions to conflicts and rivalries, e.g. accepting that not everyone can be Spider-Man in the game, and suggesting other ideas (BR)	On-going (Also, Restorative Justice games in Spring 2) Children build constructive and respectful relationships (BR)	Children give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions (SR)	<i>-Children can say what attributes a good friend has (Aut2)</i> <i>-Children can be a good friend through both words and actions (Aut2)</i>	<i>Children can listen to a partner without interrupting as well as remembering and repeating something they have said (Au1)</i>
	On-going (Also, Restorative Justice games in Spring 2) Children talk with others to solve conflicts (SR) Children are developing appropriate ways of being assertive (SR)	On-going (Also, Restorative Justice games in Spring 2) Children think about the perspectives of others (BR)	Children show sensitivity to their own and to others' needs. (BR)	<i>Children know how to encourage and include everyone in their group</i> <i>Children know how to be an upstander if they see something unfair happening to my peers (Spr2)</i>	<i>Children can empathize and reach a compromise with a friend when they disagree (Au1)</i>
	On-going Children are becoming more outgoing with unfamiliar people, in the safe context of their setting (BR)		Children form positive attachments to adults and friendships with peers. (BR)		
	On-going Children play with one or more other children, extending and elaborating play ideas (BR)		Children work and play cooperatively and take turns with others (BR)		
	Autumn 2 Children are beginning to understand how others might be feeling (BR)				
Vocabulary	Community: friend, friendly, kind, falling out, mean, rude, unkind, argument, compromise, talking, problems, emotions, feelings			Safety: feelings, help, private, uncomfortable, safe, unsafe, permission Positive relationships: school, kind, feelings, respect, polite, rules, sharing	Safety: online, bullying, feelings, differences, secrets, uncomfortable, worried. Positive relationships: classmates, friends, common, differences, groups, situations, discussions, reasons

Key Skill 3: Risk management -staying safe	By the end of EYFS:			By the end of KS1:	
		Autumn 2 & Summer 1 (School Trips) Summer 1 Children know and can talk about the different factors that support their overall health and wellbeing; being a safe pedestrian (MS)			<i>Children can show/tell you how to cross roads safely (Au2)</i> <i>Children can recognise risks and hazards in their home (Au2)</i>
		Summer 1 <i>Children know and can talk about the different factors that support their overall health and wellbeing; being safe in the sun and the water</i>			<i>Children can talk about how to stay safe in the sun (Su2)</i>
		Summer 1 <i>Children know the name for their private parts and why they are private</i>		<i>Children know and can say the names for their genitalia (Sum1)</i>	Children can name their body parts and explain why some body parts are private (Su2)
		Summer 1 <i>Children know what their Early Warning Signs are in unsafe situations</i>		<i>Children can name and describe their Early Warning Signs (Sum1)</i>	<i>Children know when it is fun to feel scared and when they feel unsafe</i> <i>I know some safe ways to say no (Su2)</i>
		Spring 1 <i>Children know how to stay safe online</i>			<i>Children know when it is fun to feel scared and when they feel unsafe (Su2)</i> <i>I can ask for help if I see something online that upsets or worries me (Au2)</i>
Vocabulary	Safety: Safe, unsafe, secret, surprise, trust, worried, private, pedestrian, sun, water, Humans: Family, same, different, boy, girl, babies, birth, body parts, vulva, penis, testicles, growing, changing.			Safety: Real, danger, secret, trust, good touch, bad touch, unsafe worried, private, community, help, safety Health: Medicine, healthy, pharmacy, doctor, safety, asthma, instructions. Humans: Family, same, different, boy, girl, babies, male, female, new life cycle, birth, body parts, timeline, order, vulva, penis, testicles, growing, changing.	
Key Skill 4: Getting help	By the end of EYFS:			By the end of KS1:	
		Summer 1 <i>Children know who to ask for help if they have a worry</i>		<i>Children can name their trusted adults that they speak to if they are worried or scared (Sum1)</i>	<i>I know who the different people are who can help me if I have a worry (Au2)</i>

					<i>I can recognise that different people can help me with different worries</i>
		Spring 1 <i>Children know who to tell if they find something unsafe online</i>			<i>I know who to go to get help if I see teasing or bullying behaviour (Au2)</i>
Vocabulary	Help: worry, adult, trust, secret, surprise, online, internet, digital, devices, safety, online			Help: Real, danger, secret, trust, good touch, bad touch, unsafe worried, private, community, help, safety	Help: Real, danger, secret, trust, good touch, bad touch, unsafe worried, private, community, help, safety
Key skill 5: Media messages - understanding and challenging/critical thinking	By the end of KS1:				
				<i>I can give examples of stereotyped views of girls and boys and explain why they are not always true (Aut2)</i>	<i>I know ways to make people feel welcome (Spr)</i>
					<i>I can give examples of stereotyped views of girls and boys and explain why they are not always true (Spr)</i>
Vocabulary					Community: Respect, responsible, rules, rights, stereotype, special, different, dilemma, responsibility, challenge, unhelpful, helpful, behaviour, problem, co-operative, internet, purpose, value, content, recognise


Appendix 2: KS2 Progression Ladder

PSHE PROGRESSION

Learning Expectations:

By the end of EYFS, children will have learned:

- To work as part of a team; co-operating and taking turns
- To take account of one others ideas, To form positive relationships with adults and children,
- To speak confidently in a group about their own interests and opinions, To try out new activities, select their own resources and say when they need help,
- To follow behavioural expectations, follow the rules and know why some behaviour is unacceptable, To talk about their own feelings and how they and others show feelings, To about their own and others' behaviour, and its consequences.

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YR	Skills	<ul style="list-style-type: none"> • Knowing each other • Settling in • Golden rules • Learning animals • Circle time sessions • My family 	<ul style="list-style-type: none"> • Working together • I am good at... • Persona Doll • Exploring emotions • Talk Partners • Learning animals 	<ul style="list-style-type: none"> • How different 'helping' services help us to keep well and safe • What to do if I'm ill or hurt? • Healthy eating • How to keep safe – what is an emergency 	<ul style="list-style-type: none"> • Restorative Justice • Good to be me • How to prevent accidents in the classroom 	<ul style="list-style-type: none"> • Sun safety • Water safety • Protective behaviours • Safety on trip 	<ul style="list-style-type: none"> • Changes-transition
	Context	<ul style="list-style-type: none"> • Name games • Miss Beanie stories • Independence and Cooperation units • Family week 	<ul style="list-style-type: none"> • Perseverance and Imagination units • Circle time on emotions unit • Persona doll (Aaliyah) supported by EMAS 	<ul style="list-style-type: none"> • Unit on staying healthy and medicines • Vocational job visitors • Healthy eating unit 	<ul style="list-style-type: none"> • Restorative Justice unit of teaching • Self-confidence sessions • P.E focus on carrying and 	<ul style="list-style-type: none"> • Units on sun and water safety • Feeling Good, Feeling safe sessions • First school trip 	<ul style="list-style-type: none"> • Unit on changes-personal history • Meeting with new teachers • Interviewing Year 1 children ahead of transition

			• Anti-bullying week		storing equipment safely		
	Vocabulary	Independence, cooperation, rules, kind, property, gentle, listen, honest, class, friends, teacher	Imagination, perseverance, bullying, friend, refugee	Helping, safe, healthy, ill, treat, everyday, emergency	Argument, compromise, safety, safely, store, carry	Safety, safely, body parts, names, warning signs, unsafe, safe	Change, transition, growing up, moving, feelings, emotions
Ongoing throughout the year: <ul style="list-style-type: none"> • Wonderful World of Me • Characteristics of Learning • Golden Rules • Chatterbox partners • Restorative Justice 				Ongoing Vocabulary: <ul style="list-style-type: none"> • Honest, kind, property, gentle, working hard, listening • Perseverance, cooperation, independence, imagination, questioning 			
See also: <ul style="list-style-type: none"> • Environment/Continuous provision planners 							
Self Regulation ELG Children at the expected level of development will: <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 							
Managing Self ELG Children at the expected level of development will: <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; 							

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships ELG

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Managing Self

Self-Regulation

PSHE PROGRESSION

Learning Expectations:

- Identity, Self-awareness, resilience and Managing feelings
 - Getting on with others -negotiation and consent
 - Risk management -staying safe
 - Getting help
- Media messages -understanding and Challenging/critical thinking

Y1	Skills	<ul style="list-style-type: none"> Our new class community Why we learn Sharing feelings, ideas and opinions Characteristics of Learning A balanced diet 	<ul style="list-style-type: none"> Environmental safety & Drugs Education Characteristics of Learning 	<ul style="list-style-type: none"> Knowing about different and own preferred learning style, setting a goal, avoiding distractions Give examples of stereotyped views of girls and boys and explain why they are not always true. 	<ul style="list-style-type: none"> Recognise that some groups of people are not treated equally and I know some ways to challenge this safely. Explore feelings coping strategies for being bullied/rude behaviour. 	<ul style="list-style-type: none"> Explore feelings of jealousy and coping strategies; explore ways to feel better when you feel hurt without hurting others. Money Management 	<ul style="list-style-type: none"> Global Citizenship Identity and belonging including: <ul style="list-style-type: none"> Similarities and differences
	Context	<ul style="list-style-type: none"> Golden Rules re-cap over a s series of sessions An introduction to democracy and a chance to vote on the school council Invisible and visible similarities and differences 	<ul style="list-style-type: none"> Getting on and falling out-looking at how to effectively manage disagreements and compromise Medicines around the home 	<ul style="list-style-type: none"> Going for goals unit-how to set a target for yourself and meet it To understand what a stereotype is & to begin to recognise gender stereotypes In the media 	<ul style="list-style-type: none"> Gypsy Romany Traveller education Good to be me-sessions on self-confidence 	<ul style="list-style-type: none"> Exploring emotions around envy and friendships Feeling Good, Feeling Safe unit 	<ul style="list-style-type: none"> How to look after your body Changes and transition to Year 2
	Vocabulary	Independence, cooperation, perseverance, creativity, curiosity, gentle, listen, honest, healthy, similar, different	Independence, cooperation, perseverance, creativity, curiosity, friend, listen, kind, peaceful, gentle, medicine, safe, compromise	Perseverance, distraction, target, stereotypes, gender, similarities, differences	Differences, similarities, bullying, equality, traveller, bystander	Envy, friendships, jealousy, safety, feelings, body, trust, private, permission, worries	Similarities, differences, transition, change, growth,
Y2	Skills	<ul style="list-style-type: none"> Developing skills for learning and Citizenship Class charter Democracy School council Global citizenship Multi-cultural Britain Keeping safe and healthy 	<ul style="list-style-type: none"> Getting on and falling out Working with others skills Say no to bullying (Anti bullying week) Keeping safe- Environmental safety & Drugs Education Healthy Eating 	<ul style="list-style-type: none"> Going for goals; Life skills Setting and achieving goals Internet Safety Respecting the differences between people Careers & gender Money Management 	<ul style="list-style-type: none"> Explore feeling good about myself learning ways to relax Disability Equality Education 	<ul style="list-style-type: none"> Relationships and Protective Behaviours Love and loss Feeling Good Feeling Safe 	<ul style="list-style-type: none"> Forming positive habits Changes Life cycles and naming body parts Transition into Y3

	Context	<ul style="list-style-type: none"> Reflecting on the Golden Rules and making a class charter An re-cap of democracy and a chance to vote on the school council Looking at our community and multi-cultural Britain 	<ul style="list-style-type: none"> Talk about the things they are good at, and the things they find more difficult Listen to a partner without interrupting and remember and repeat something they have said Empathize 	<ul style="list-style-type: none"> Know ways to make people feel welcome Can give examples of stereotyped views of girls and boys and explain why they are not true with reference to widening career aspirations 	<ul style="list-style-type: none"> Continue to develop self-confidence by recognising physical and mental attributes Know some ways to calm themselves down and relax To recognise stereotypes around disability and think actively about inclusivity 	<ul style="list-style-type: none"> Show/tell you how to cross roads safely Recognise risks and hazards in the home. To understand grief and loss and coping strategies around this Feeling Good, Feeling Safe unit 	<ul style="list-style-type: none"> How to care for their body proactively Differences in physical gender Names of reproductive body parts Transition days Circle time unit on Transition to KS2
	Vocabulary	Rules, respect, positive, democracy, qualities, similarities, differences, diversity, community, family, opinion, environment.	Compliment, feelings, overwhelmed, frustration, anger, bullying, persistent, conflict, resolution, medicine, safety, harmful, road safety, crossing.	Goals, achieve, planning, growth mind-set, obstacles, barriers to learning, gender, equality, roles, respect.	Enjoyment, relaxed, feelings, differences, similarities, equality, confidence, stereotypes, inclusive.	Road safety, safety, safe, grief, loss, bereavement, coping, feelings, bodies, permission, trust, private.	Hygiene, body, care, differences, similarities, transition, trust, private, permission.

Appendix 4: Key Stage 2 Curriculum Map

	WWO theme with skills focus	Learning Characters	Year 3	Year 4	Year5	Year 6
Start of year	Random grouping (including talk partners, talking triangles), Class Charter, Giving and receiving feedback (peer & teacher)					
Autumn 1	Good manners using names, eye contact, please & thank you, non-verbal listening, STOP be ready to listen	Y3 – introduce all characters Y4,5,6 – Collaboration (Peter penguin)	Global Citizenship (being a good global citizen) Good to be me	Global Citizenship (challenging media stereotypes, cultural refugees and travellers) Good to be me	Global Citizenship (cultural stereotyping and racism) Good to be me	Global Citizenship (refugees, Islamophobia, Holocaust survivors) Good to be me
Autumn 2	Listening 2 Active listening, remembering, taking turns to talk,	Reflection (Oliver owl)	Gender identity & stereotyping. Anti-bullying week	Money Management Anti-bullying week	Gender – 'like a child' Anti-bullying week	Money Management Anti-bullying week
Spring 1	Assumptions Being aware of assumptions	Independence (Felicity fox)	Healthy Living (Balanced Diet, Exercise and Emergency calls)	Disability Equality Education – Nothing about me without me.	Gypsy Roma Traveller Ed Feeling Good, Keeping Safe	LGBT Equality Education
Spring 2	Assumptions Expressing ideas, building ideas	Perseverance (Martin mouse)	Feeling Good, Keeping Safe	Feeling Good, Keeping Safe	Loss and Bereavement	Feeling Good, Keeping Safe
Summer 1	Problem Solving Decision making, negotiation, compromise	Questioning (Maisie meerkat)	DATE: Drugs, Alcohol, and Tobacco Education	DATE: Drugs, Alcohol, Tobacco Education (alcohol)	DATE: Drugs, Alcohol, Tobacco Education (legal and illegal drugs)	DATE: Drugs, Alcohol and Tobacco Education (preventing early use)
Summer 2	Moving On Class focus – dependent on class needs	Risk Taking (Una unicorn)	RSE (naming body parts and family diversity) Refugee Week Transition	RSE (body changes and reproduction) Refugee Week Transition	RSE (male and female changes) Refugee Week Transition	RSE Refugee Week Transition

