

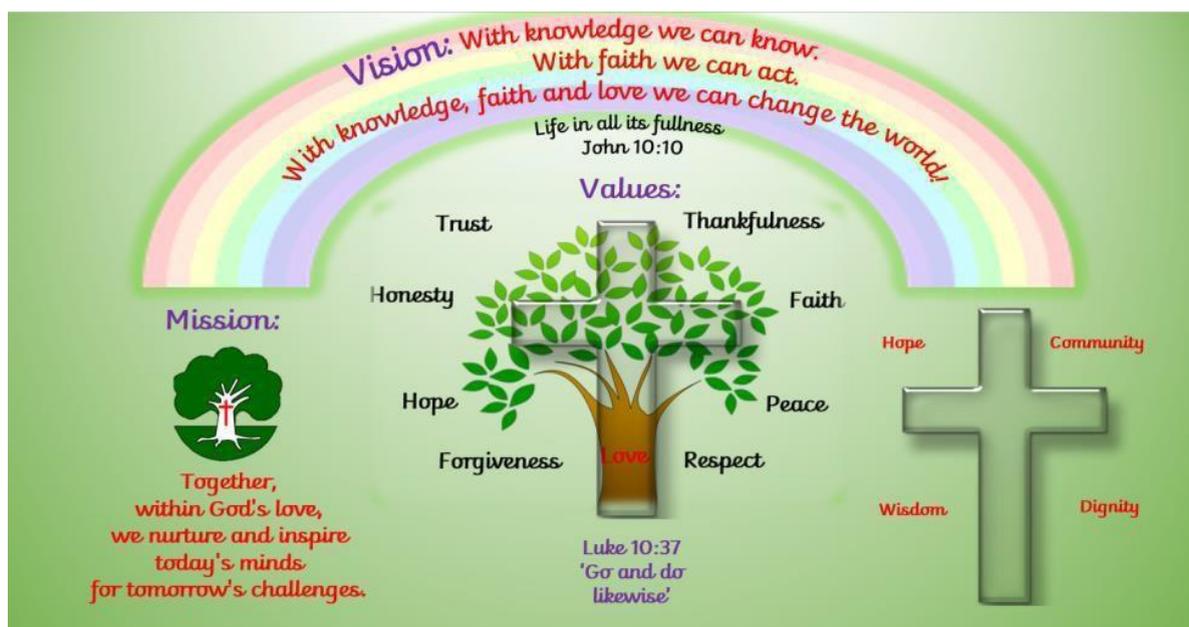


# All Saints Benhilton C of E Primary School

## PSHE and SRE Policy

### Mission Statement

Together, within God's love, we nurture and inspire today's minds for tomorrow's challenges.



Approved by the Governing Body: January 2021

Last reviewed: February 2020

Next review: January 2022

- We will work to maintain and enhance our valued relationship with the Parish Church of Benhilton.
- The Christian values that we seek to actively promote in school must overflow in attitude and action in the wider community.
- The safety, care and nurture of our children is of paramount importance and the governing body and all staff shall mutually support each other in this task.
- We respect and seek opinions and involvement of our children.
- We seek effective communication, involvement and respect between the school and the families of our children
- We encourage our children to respect the diversity of society and make a positive and caring contribution to it.

#### **Rationale:**

The DfE states that ‘personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education. PSHE provides the opportunity for all young people to be taught to stay safe and be prepared for life in modern Britain. This curriculum effectively addresses issues such as internet safety and unhealthy relationships and ensures that pupils are taught in an age appropriate way about respectful and healthy relationships, including friendships and family. As a result, we expect our pupils to begin to have the necessary knowledge to help build healthy relationships, stay safe and become successful adults.’

We welcome this curriculum because “in Church of England schools, and in all schools, we want young people to flourish and to gain every opportunity to live fulfilled lives. For Church schools, SRE is about the emotional, social and physical aspects of growing up, healthy relationships... it is also about the spiritual and moral aspects of relationships within the context of a Christian vision for the purpose of life.” (Church of England Education Office Response to a Call for Evidence on SRE curriculum) **PSHE including SRE (sex and relationships education) is a safeguarding curriculum that provides children with the knowledge and skills they need to safeguard themselves and others from potential harm.**

This policy promotes our core Christian values of Respect, Love and Trust alongside our other values (Thankfulness, Honesty, Forgiveness, Faith, Hope and Peace). These values are fundamental to our school’s ethos.

#### **Roles and Responsibilities:**

From September 2020, all schools have a statutory duty to deliver Health and Relationships Education as part of their broader PSHE curriculum in line with the Equalities Act 2010. Through the PSHE & SRE programme at All Saints Benhilton, pupils learn about themselves as growing and changing individuals with their own experiences and ideas as they become more mature, independent and self-confident. PSHE is an important subject and we have the same high expectations of the quality of pupils’ work as for other curriculum areas. ‘Relationship Education and RSE must be inclusive and meet the needs of the pupils... (and) provide relationships education and RSE that is suitable for pupils with different needs.’ Church of England Office Response to a call of evidence on RSE curriculum (pg2)

PSHE/SRE are timetabled across all key stages and a planned programme of lessons will be delivered in a carefully sequenced way. It is each teacher's responsibility to plan, deliver and assess a strong curriculum that builds on the knowledge that pupils have previously acquired. This planned programme of lessons should be adapted by class teachers where necessary to reflect the Church nature of the school and embed our Christian values and ethos. This is promoted through staff meetings and training from the PSHE leaders. It is important that the current laws are embedded within the pedagogy to ensure that pupils are aware of their rights and responsibilities. Any visiting

teachers or outside speakers are required to comply with the school's policy. The current designated subject leads will ensure that lessons are properly resourced, staffed and timetabled. Embedded within our daily practice are our Christian values where we regularly teach the children how to show these in our everyday life. We promote these values in daily worships and throughout our whole-school approach to the children's journey in their PSHE.

### **Curriculum Design:**

PSHE/ SRE is taught through the 'Jigsaw' scheme of work that follows the same topics from Foundation to Key Stage 2 with age related progression. This is a minimum curriculum following compulsory guidelines. However, this curriculum has flexibility and can be carefully adapted to respond to local public health and community issues if they arise.

PSHE/ SRE complements several existing national curriculum subjects and provides opportunities to draw links between these subjects and integrate teaching where appropriate such as PE/Sports, Science and Computing as well as many other areas. As a result, all pupils should have opportunities to engage in active and applied learning experiences that clearly distinguish between fact and opinion. This should allow pupils to develop skills to critically evaluate the world around them (e.g. relationships, range of sources, fake news, how social media sites filter and tailor information to match individuals pre-existing beliefs and attitudes).

PSHE/SRE is taught weekly and includes circle time, reflection time and group work. The activities are of a creative and collaborative nature. Each child has their own personal Jigsaw journal in which to record their thoughts, feelings, ideas and evidence of learning. The journal will accompany the child through school until it is full whereupon it will then be replaced.

In the attached appendices, is an outline of what is taught across the school and the term in which it is covered. This shows the PSHE/SRE objectives which are taught through the Jigsaw scheme of work. The objectives relating specifically to SRE are highlighted in red (Appendix A and B).

SRE will include teaching about;

- 'Types of relationships, including friendships, family relationships and dealing with strangers
- How to recognise, understand and build healthy relationships, including self-respect, and respect for others, commitment, tolerance, boundaries and consent, how to manage conflict, and how to recognise unhealthy relationships
- How relationships may affect health and wellbeing, including mental health - Healthy relationships and safety online' (DfE, March 2017)

Inclusivity is at the heart of our PSHE/SRE curriculum. Every individual has the right to equal opportunities regardless of their gender, ethnicity or physical/mental ability. These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). Therefore, teachers will always tailor each unit to meet the needs of the children in their classes. To support this, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further support children, teachers may need to utilise the Jigsaw P-level grid with suggested activities for children working at each of those levels. Valuing all God's Children Church of England 2019 p34 states "RSE...should seek to develop understanding that there are a variety of relationships and family patterns in the modern world." Through PSHE, RE and half termly worships, we also develop our children as citizens exploring British Values which cover: Rules of Law, Democracy, individual liberty, mutual respect and tolerance of those of different religions. They learn to understand and respect our common humanity and diversity and to develop strong relationships and to build a

cohesive community. "I am the bread of life. Whoever comes to Me will never go hungry." John 6:35

### The Right to Excuse:

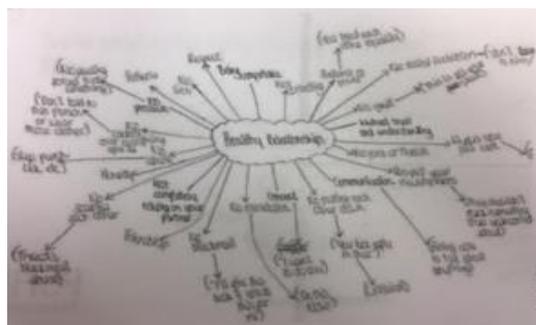
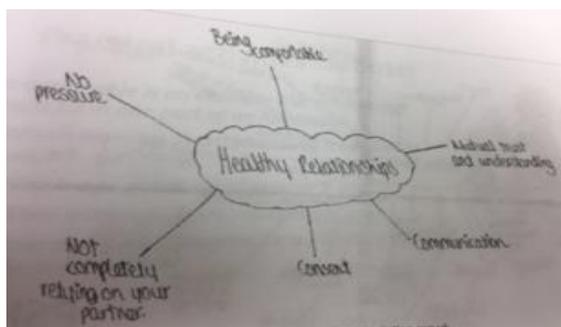
Following the Government's guidelines, parents will not have the right to withdraw their children from SRE lessons which are linked to statutory Science lessons in a primary school setting. Please see the table below to see the SRE objectives covered in the core curriculum:

Science	Health Education	Relationships Education
<ul style="list-style-type: none"><li>• Human body</li><li>• Changes as humans develop from childhood to old age</li><li>• Life cycle and reproduction</li><li>• Other puberty changes</li></ul>	<ul style="list-style-type: none"><li>• Changes in adolescent body, including understanding why</li></ul>	<ul style="list-style-type: none"><li>• Safe, enjoyable relationships which foster equality</li><li>• Consent</li><li>• Sexual health</li></ul>

Parents have the right to excuse their children from the non-statutory/non-science components of sex education within SRE. This should be put in writing and given to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

### Assessment:

PSHE/SRE is assessed and monitored like the other core subjects. Teachers will carry out a baseline assessment at the beginning of each unit/piece and then the same activity is repeated at the end of the unit/piece as an assessment guide. This will then support the teacher's assessment to determine how the children are achieving against the age-related expectations. This is recorded half-termly on a spreadsheet in Google Drive, where teachers can select whether the child is working towards, working at or working above for both the PSHE knowledge and social and emotional skills for that unit/piece. An example of the teacher assessment sheet can be seen below in Appendix C. Teachers also assess the children using Target Tracker once a term, which allows us to monitor and analyse the progress being made by each pupil and putting in relevant support where needed.



### Safe and Effective Practice:

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, 'ground rules' are agreed in every class at the start of the year and a 'Learning Charter' is created, exploring the class's rights and responsibilities. The charters include aspects such as:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

### **Safeguarding:**

Many issues covered in PSHE & SRE are of a sensitive nature. The Jigsaw charter provides a safe working environment for both pupils and staff. Teachers will be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately (see Safeguarding and Child Protection Policy). Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If PSHE lessons have to be delivered remotely, teachers should take particular care when addressing sessions which may elicit disclosures and teachers may need to adapt the lesson or teach this lesson when back in the classroom.

Online safety is a key element to PSHE which is explored throughout the year in conjunction with our online safety policy. It has a greater emphasis in Lent 1 when our computing is explicitly linked to online safety and is also taught explicitly in 'Healthy Me' and 'Relationships' PSHE topics. We follow the Church of England's digital charter for making 'the digital world as loving and generous as we would when speaking face to face' through truth, kindness, welcome, inspiration and togetherness.

"Those who know Your name trust in You, for You, Lord, have never forsaken those who seek You." Psalm 9:10

### **Policy Development:**

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

### **Legislation (Statutory regulations and guidance):**

Documents that inform the school's PSHE/SRE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspection Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21<sup>st</sup> Century (2014)
- Keeping Children safe in Education- Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)
- Changes to PSHE and RSE September 2020:  
<https://www.gov.uk/government/publications/changes-to-personal-social-health-and-economic-pshe-and-relationships-and-sex-education-rse>

This policy also needs to be in line with other school policies and should be read in conjunction with the

following school policies:

- Teaching and Learning Policy
- Assessment Policy
- Marking policy
- Special Educational Needs Policy
- Equal Opportunities Policy
- Inclusion Policy
- Health and Safety Policy
- Child protection and Safeguarding Policy
- Online Safety Policy
- Computing Policy
- RE Policy

Appendix A:

Appendix A: Skills Taught

	Reception	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
<b>Being me in my world Michaelmas 1</b>	<p>Identify feelings associated with belonging</p> <p>Identify feelings of happiness and sadness</p> <p>Skills to play cooperatively with others</p> <p>Be able to consider others' feelings</p> <p>Be responsible in the setting</p>	<p>Understanding that they are special</p> <p>Understand that they are safe in their class</p> <p>Identifying helpful behaviours to make the class a safe place</p> <p>Identify what it's like to feel proud of an achievement</p> <p>Recognise feelings associated with positive and negative consequences</p> <p>Understand that they have choices</p>	<p>Recognise own feelings and know when and where to get help</p> <p>Know how to make their class a safe and fair place</p> <p>Show good listening skills</p> <p>Recognise the feeling of being worried</p> <p>Be able to work cooperatively</p>	<p>Recognise self-worth</p> <p>Identify personal strengths</p> <p>Be able to set a personal goal</p> <p>Recognise feelings of happiness, sadness, worry and fear in themselves and others</p> <p>Make other people feel valued</p> <p>Develop compassion and empathy for others</p> <p>Be able to work collaboratively</p>	<p>Identify the feelings associated with being included or excluded</p> <p>Can make others feel valued and included</p> <p>Be able to take on a role in a group discussion / task and contribute to the overall outcome</p> <p>Can make others feel cared for and welcomed</p> <p>Recognise the feelings of being motivated or unmotivated</p> <p>Understand why the school community benefits from a Learning Charter</p> <p>Be able to help friends make positive choices</p> <p>Know how to regulate my emotions</p>	<p>Be able to identify what they value most about school</p> <p>Identify hopes for the school year</p> <p>Empathy for people whose lives are different from their own</p> <p>Consider their own actions and the effect they have on themselves and others</p> <p>Be able to work as part of a group, listening and contributing effectively</p> <p>Understand why the school community benefits from a Learning Charter</p> <p>Be able to help friends make positive choices</p> <p>Know how to regulate my emotions</p>	<p>Be able to make others feel welcomed and valued</p> <p>Know own wants and needs</p> <p>Be able to compare their life with the lives of those less fortunate</p> <p>Demonstrate empathy and understanding towards others</p> <p>Can demonstrate attributes of a positive role-model</p> <p>Can take positive action to help others</p> <p>Be able to contribute towards a group task</p> <p>Know what effective group work is</p> <p>Know how to regulate my emotions</p>

## Celebrating differences Michaelmas 2

<p>Identify feelings associated with being proud</p> <p>Identify things they are good at</p> <p>Be able to vocalise success for themselves and about others successes</p> <p>Identify some ways they can be different and the same as others</p> <p>Recognise similarities and differences between their family and other families</p> <p>Identify and use skills to make a friend</p> <p>Identify and use skills to stand up for themselves</p> <p>Recognise emotions when they or someone else is upset, frightened or angry</p>	<p>Recognise ways in which they are the same as their friends and ways they are different</p> <p>Identify what is bullying and what isn't</p> <p>Understand how being bullied might feel</p> <p>Know ways to help a person who is being bullied</p> <p>Identify emotions associated with making a new friend</p> <p>Verbalise some of the attributes that make them unique and special</p>	<p>Understand that boys and girls can be similar in lots of ways and that is OK</p> <p>Understand that boys and girls can be different in lots of ways and that is OK</p> <p>Explain how being bullied can make someone feel</p> <p>Can choose to be kind to someone who is being bullied</p> <p>Know how to stand up for themselves when they need to</p> <p>Recognise that they shouldn't judge people because they are different</p> <p>Understand that everyone's differences make them special and unique</p>	<p>Be able to show appreciation for their families, parents and carers</p> <p>Use the 'Solve it together' technique to calm and resolve conflicts with friends and family</p> <p>Empathise with people who are bullied</p> <p>Employ skills to support someone who is bullied</p> <p>Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary</p> <p>Be able to recognise, accept and give compliments</p> <p>Recognise feelings associated with receiving a compliment</p>	<p>Try to accept people for who they are</p> <p>Identify influences that have made them think or feel positively/negatively about a situation</p> <p>Identify feelings that a bystander might feel in a bullying situation</p> <p>Identify reasons why a bystander might join in with bullying</p> <p>Revisit the 'Solve it together' technique to practise conflict and bullying scenarios</p> <p>Identify their own uniqueness</p> <p>Be comfortable with the way they look</p> <p>Identify when a first impression they had was right or wrong</p> <p>Be non-judgemental about others who are different</p>	<p>Identify their own culture and different cultures within their class community</p> <p>Identify their own attitudes about people from different faith and cultural backgrounds</p> <p>Identify a range of strategies for managing their own feelings in bullying situations</p> <p>Identify some strategies to encourage children who use bullying behaviours to make other choices</p> <p>Be able to support children who are being bullied</p> <p>Appreciate the value of happiness regardless of material wealth</p> <p>Develop respect for cultures different from their own</p>	<p>Empathise with people who are different and be aware of my own feelings towards them</p> <p>Identify feelings associated with being excluded</p> <p>Be able to recognise when someone is exerting power negatively in a relationship</p> <p>Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict</p> <p>Identify different feelings of the bully, bullied and bystanders in a bullying scenario</p> <p>Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</p> <p>Appreciate people for who they are</p> <p>Show empathy</p>
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## Healthy Me Lent 1

<p>Recognise how exercise makes them feel</p> <p>Recognise how different foods can make them feel</p> <p>Can explain what they need to do to stay healthy</p> <p>Can give examples of healthy food</p> <p>Can explain how they might feel if they don't get enough sleep</p> <p>Can explain what to do if a stranger approaches them</p>	<p>Feel good about themselves when they make healthy choices</p> <p>Realise that they are special</p> <p>Keep themselves safe</p> <p>Recognise ways to look after themselves if they feel poorly</p> <p>Recognise when they feel frightened and know how to ask for help</p> <p>Recognise how being healthy helps them to feel happy</p>	<p>Desire to make healthy lifestyle choices</p> <p>Identify when a feeling is weak and when a feeling is strong</p> <p>Feel positive about caring for their bodies and keeping it healthy</p> <p>Have a healthy relationship with food</p> <p>Express how it feels to share healthy food with their friends</p>	<p>Able to set themselves a fitness challenge</p> <p>Recognise what it feels like to make a healthy choice</p> <p>Identify how they feel about drugs</p> <p>Can express how being anxious or scared feels</p> <p>Can take responsibility for keeping themselves and others safe</p> <p>Respect their own bodies and appreciate what they do</p>	<p>Can identify the feelings that they have about their friends and different friendship groups</p> <p>Recognise how different people and groups they interact with impact on them</p> <p>Identify which people they most want to be friends with</p> <p>Recognise negative feelings in peer pressure situations</p> <p>Can identify the feelings of anxiety and fear associated with peer pressure</p> <p>Can tap into their inner strength and know-how to be assertive</p>	<p>Can make informed decisions about whether or not they choose to smoke when they are older</p> <p>Can make informed decisions about whether they choose to drink alcohol when they are older</p> <p>Recognise strategies for resisting pressure</p> <p>Can identify ways to keep themselves calm in an emergency</p> <p>Can reflect on their own body image and know how important it is that this is positive</p> <p>Accept and respect themselves for who they are</p> <p>Respect and value their own bodies</p> <p>Be motivated to keep themselves healthy and happy</p>	<p>Are motivated to care for their own physical and emotional health</p> <p>Are motivated to find ways to be happy and cope with life's situations without using drugs</p> <p>Identify ways that someone who is being exploited could help themselves</p> <p>Suggest strategies someone could use to avoid being pressured</p> <p>Recognise that people have different attitudes towards mental health / illness</p> <p>Can use different strategies to manage stress and pressure</p>
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## Dreams and Goals Lent 2

Understand that challenges can be difficult

Recognise some of the feelings linked to perseverance

Talk about a time that they kept on trying and achieved a goal

Be ambitious

Resilience

Recognise how kind words can encourage people  
Feel proud  
Celebrate success

Recognise things that they do well

Explain how they learn best

Celebrate an achievement with a friend

Recognise their own feelings when faced with a challenge

Recognise their own feelings when they are faced with an obstacle

Recognise how they feel when they overcome an obstacle

Can store feelings of success so that they can be used in the future

Be able to describe their own achievements and the feelings linked to this

Recognise their own strengths as a learner

Recognise how working with others can be helpful

Be able to work effectively with a partner

Be able to choose a partner with whom they work well

Be able to work as part of a group

Recognise how it feels to be part of a group that succeeds and store this feeling

Recognise other people's achievements in overcoming difficulties

Imagine how it will feel when they achieve their dream / ambition

Can break down a goal into small steps

Recognise how other people can help them to achieve their goals

Can manage feelings of frustration linked to facing obstacles

Can share their success with others

Can store feelings of success (in their internal treasure chest) to be used at another time

Can talk about their hopes and dreams and the feelings associated with these

Can identify the feeling of disappointment

Can identify a time when they have felt disappointed

Be able to cope with disappointment

Help others to cope with disappointment

Can identify what resilience is

Have a positive attitude

Enjoy being part of a group challenge

Can share their success with others

Can store feelings of success (in their internal treasure chest) to be used at another time

Verbalise what they would like their life to be like when they are grown up

Appreciate the contributions made by people in different jobs

Appreciate the opportunities learning and education can give them

Reflect on the differences between their own learning goals and those of someone from a different culture

Appreciate the differences between themselves and someone from a different culture

Understand why they are motivated to make a positive contribution to supporting others

Understand why it is important to stretch the boundaries of their current learning

Set success criteria so that they know when they have achieved their goal

Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances

Empathise with people who are suffering or living in difficult situations

Be able to give praise and compliments to other people when they recognise that person's achievements

## Relationships Trinity 1

<p>Can express how it feels to be part of a family and to care for family members</p> <p>Can say what being a good friend means</p> <p>Can show skills of friendship</p>	<p>Can express how it feels to be part of a family and to care for family members</p> <p>Can say what being a good friend means</p> <p>Can show skills of friendship</p> <p>Can identify forms of physical contact they prefer</p>	<p>Can identify the different roles and responsibilities in their family</p> <p>Can recognise the value that families can bring</p> <p>Can recognise and talk about the types of physical contact</p>	<p>Can identify the responsibilities they have within their family</p> <p>Can use Solve-it-together in a conflict scenario and find a win-win outcome</p> <p>Know how to access help if they are concerned about</p>	<p>Can identify feelings and emotions that accompany jealousy</p> <p>Can suggest positive strategies for managing jealousy</p> <p>Can identify people who are special to them and express why</p>	<p>Can suggest strategies for building self-esteem of themselves and others</p> <p>Can identify when an online community / social media group feels risky, uncomfortable, or unsafe</p>	<p>Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</p> <p>Can help themselves and others when worried about a mental health problem</p>
<p>Can identify forms of physical contact they prefer</p> <p>Can say no when they receive a touch they don't like</p> <p>Can praise themselves and others</p> <p>Can recognise some of their personal qualities</p> <p>Can say why they appreciate a special relationship</p>	<p>Can say no when they receive a touch they don't like</p> <p>Can praise themselves and others</p> <p>Can recognise some of their personal qualities</p> <p>Can say why they appreciate a special relationship</p>	<p>that is acceptable or unacceptable</p> <p>Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict</p> <p>Can identify the negative feelings associated with keeping a worry secret</p> <p>Can identify the feelings associated with trust</p> <p>Can identify who they trust in their own relationships</p> <p>Can give and receive compliments</p> <p>Can say who they would go to for help if they were worried or scared</p>	<p>anything on social media or the internet</p> <p>Can empathise with people from other countries who may not have a fair job/ less fortunate</p> <p>Understand that they are connected to the global community in many different ways</p> <p>Can identify similarities in children's rights around the world</p> <p>Can identify their own wants and needs and how these may be similar or different from other children in school and the global community</p>	<p>Can identify the feelings and emotions that accompany loss</p> <p>Can suggest strategies for managing loss</p> <p>Can tell you about someone they no longer see</p> <p>Can suggest ways to manage relationship changes including how to negotiate</p>	<p>Can suggest strategies for staying safe online/ social media</p> <p>Can say how to report unsafe online / social network activity</p> <p>Can identify when an online game is safe or unsafe</p> <p>Can suggest ways to monitor and reduce screen time</p> <p>Can suggest strategies for managing unhelpful pressures online or in social networks</p>	<p>Recognise when they are feeling grief and have strategies to manage them</p> <p>Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control</p> <p>Can resist pressure to do something online that might hurt themselves or others</p> <p>Can take responsibility for their own safety and well-being</p>

## Changing Me Trinity 2

Can identify how they have changed from a baby

Can say what might change for them when they get older

Recognise that changing class can illicit happy and/or sad emotions

Can say how they feel about changing class/ growing up

Can identify positive memories from the past year in school/ home

Understands and accepts that change is a natural part of getting older

Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)

Can express why they enjoy learning

Can suggest ways to manage change e.g. moving to a new class

Can appreciate that changes will happen and that some can be controlled and others not  
Be able to express how they feel about changes

Show appreciation for people who are older

Can recognise the independence and responsibilities they have now compared to being a baby or toddler

Can say what greater responsibilities and freedoms they may have in the future

Can say who they would go to for help if worried or scared

Can say what types of touch they find comfortable/ uncomfortable

Be able to confidently ask someone to stop if they are being hurt or frightened

Can say what they

Can express how they feel about babies

Can describe the emotions that a new baby can bring to a family

Can express how they feel about puberty

Can say who they can talk to about puberty if they have any worries

Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry

Can identify changes they are looking forward to in the next year

Can suggest ways to help them manage feelings during changes they are more anxious about

Can appreciate their own uniqueness and that of others

Can express how they feel about having children when they are grown up

Can express any concerns they have about puberty

Can say who they can talk to about puberty if they are worried

Can apply the circle of change model to themselves to have strategies for managing change  
Have strategies for managing the emotions relating to change

Can appreciate their own uniqueness and that of others

Can express how they feel about having children when they are grown up

Can express any concerns they have about puberty

Can say who they can talk to about puberty if they are worried

Can apply the circle of change model to themselves to have strategies for managing change  
Have strategies for managing the emotions relating to change

Recognise ways they can develop their own self-esteem

Can express how they feel about the changes that will happen to them during puberty

Recognise how they feel when they reflect on the development and birth of a baby

Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to

Can celebrate what they like about their own and others' self-image and body-image

Use strategies to prepare themselves emotionally for the transition (changes) to secondary school

are looking forward to in the next year

Appendix B: Knowledge Taught

	Reception	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
<b>Being me in my world Michaelmas 1</b>	<p>Know special things about themselves</p> <p>Know that some people are different from themselves</p> <p>Know how happiness and sadness can be expressed</p> <p>Know that hands can be used kindly and unkindly</p> <p>Know that being kind is good</p> <p>Know they have a right to learn and play, safely and happily</p>	<p>Understand the rights and responsibilities of a member of a class</p> <p>Understand that their views are important</p> <p>Understand that their choices have consequences</p> <p>Understand their own rights and responsibilities with their classroom</p>	<p>Identifying hopes and fears for the year ahead</p> <p>Understand the rights and responsibilities of class members</p> <p>Know that it is important to listen to other people</p> <p>Understand that their own views are valuable</p> <p>Know about rewards and consequences and that these stem from choices</p> <p>Know that positive choices impact positively on self-learning and the learning of others</p>	<p>Understand that they are important</p> <p>Know what a personal goal is</p> <p>Understanding what a challenge is</p> <p>Know why rules are needed and how these relate to choices and consequences</p> <p>Know that actions can affect others' feelings</p> <p>Know that others may hold different views</p> <p>Know that the school has a shared set of values</p>	<p>Know how individual attitudes and actions make a difference to a class</p> <p>Know about the different roles in the school community</p> <p>Know their place in the school community</p> <p>Know what democracy is (applied to pupil voice in school)</p> <p>Know that their own actions affect themselves and others</p> <p>Know how groups work together to reach a consensus</p> <p>Know that having a voice and democracy benefits the school</p>	<p>Know how to face new challenges positively</p> <p>Understand how to set personal goals</p> <p>Understand the rights and responsibilities associated with being a citizen in the wider community and their country</p> <p>Know how an individual's behaviour can affect a group and the consequences of this</p> <p>Understand how democracy and having a voice benefits the school community</p> <p>Understand</p>	<p>Know how to set goals for the year ahead</p> <p>Understand what fears and worries are</p> <p>Know about children's universal rights (United Nations Convention on the Rights of the Child)</p> <p>Know about the lives of children in other parts of the world</p> <p>Know that personal choices can affect others locally and globally</p> <p>Understand that their own choices result in different consequences and rewards</p>

					community	how to contribute towards the democratic process	Understand how democracy and having a voice benefits the school community Understand how to contribute towards the democratic process
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## Celebrating Difference Michaelmas 2

<p>Know what being proud means and that people can be proud of different things</p> <p>Know that people can be good at different things</p> <p>Know what being unique means</p> <p>Know that families can be different</p> <p>Know that people have different homes and why they are important to them</p> <p>Know different ways of making friends</p> <p>Know different ways to stand up for myself</p> <p>Know the names of some emotions such as happy, sad, frightened, angry</p>	<p>Know that people have differences and similarities</p> <p>Know what bullying means</p> <p>Know who to tell if they or someone else is being bullied or is feeling unhappy</p> <p>Know skills to make friendships</p> <p>Know that people are unique and that it is OK to be different</p>	<p>Know there are stereotypes about boys and girls</p> <p>Know that it is OK not to conform to gender stereotypes</p> <p>Know it is good to be yourself</p> <p>Know that sometimes people get bullied because of difference</p> <p>Know the difference between right and wrong and the role that choice has to play in this</p> <p>Know that friends can be different and still be friends</p> <p>Know where to get help if being bullied</p> <p>Know the difference between a one-off incident and bullying</p>	<p>Know why families are important</p> <p>Know that everybody's family is different</p> <p>Know that sometimes family members don't get along and some reasons for this</p> <p>Know that conflict is a normal part of relationships</p> <p>Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do</p> <p>Know that some words are used in hurtful ways and that this can have consequences</p>	<p>Know that sometimes people make assumptions about a person because of the way they look or act</p> <p>Know there are influences that can affect how we judge a person or situation</p> <p>Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</p> <p>Know what to do if they think bullying is, or might be taking place</p> <p>Know the reasons why witnesses sometimes join in with bullying and don't tell anyone</p> <p>Know that first impressions can change</p>	<p>Know what culture means</p> <p>Know that differences in culture can sometimes be a source of conflict</p> <p>Know what racism is and why it is unacceptable</p> <p>Know that rumour spreading is a form of bullying on and offline</p> <p>Know external forms of support in regard to bullying e.g. Childline</p> <p>Know that bullying can be direct and indirect</p> <p>Know how their life is different from the lives of children in the developing world</p>	<p>Know that there are different perceptions of 'being normal' and where these might come from</p> <p>Know that being different could affect someone's life</p> <p>Know that power can play a part in a bullying or conflict situation</p> <p>Know that people can hold power over others individually or in a group</p> <p>Know why some people choose to bully others</p> <p>Know that people with disabilities can lead amazing lives</p> <p>Know that difference can be a source of</p>
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Know that they don't have to be 'the same as' to be a friend

Know why having friends is important

Know some qualities of a positive friendship

celebration as well as conflict

## Healthy Me Lent 1

<p>Know the names for some parts of their body</p> <p>Know what the word 'healthy' means</p> <p>Know some things that they need to do to keep healthy</p> <p>Know that they need to exercise to keep healthy</p> <p>Know how to help themselves go to sleep and that sleep is good for them</p> <p>Know when and how to wash their hands properly</p> <p>Know what to do if they get lost</p> <p>Know how to say No to strangers</p>	<p>Know the difference between being healthy and unhealthy</p> <p>Know some ways to keep healthy</p> <p>Know how to make healthy lifestyle choices</p> <p>Know how to keep themselves clean and healthy</p> <p>Know that germs cause disease / illness</p> <p>Know that all household products, including medicines, can be harmful if not used properly</p> <p>Know that medicines can help them if they feel poorly</p> <p>Know how to keep safe when crossing the road</p> <p>Know about people who can keep them safe</p>	<p>Know what their body needs to stay healthy</p> <p>Know what relaxed means</p> <p>Know what makes them feel relaxed / stressed</p> <p>Know how medicines work in their bodies</p> <p>Know that it is important to use medicines safely</p> <p>Know how to make some healthy snacks</p> <p>Know why healthy snacks are good for their bodies</p> <p>Know which foods give their bodies energy</p>	<p>Know how exercise affects their bodies</p> <p>Know why their hearts and lungs are such important organs</p> <p>Know that the amount of calories, fat and sugar that they put into their bodies will affect their health</p> <p>Know that there are different types of drugs</p> <p>Know that there are things, places and people that can be dangerous</p> <p>Know a range of strategies to keep themselves safe</p> <p>Know when something feels safe or unsafe</p> <p>Know that their bodies are complex and need taking care of</p>	<p>Know how different friendship groups are formed and how they fit into them</p> <p>Know which friends they value most</p> <p>Know that there are leaders and followers in groups</p> <p>Know that they can take on different roles according to the situation</p> <p>Know the facts about smoking and its effects on health</p> <p>Know some of the reasons some people start to smoke</p> <p>Know the facts about alcohol and its effects on health, particularly the liver</p> <p>Know some of the reasons some people drink alcohol</p> <p>Know ways to resist when people are putting pressure on them</p> <p>Know what they think is right and wrong</p>	<p>Know the health risks of smoking</p> <p>Know how smoking tobacco affects the lungs, liver and heart</p> <p>Know some of the risks linked to misusing alcohol, including antisocial behaviour</p> <p>Know basic emergency procedures including the recovery position</p> <p>Know how to get help in emergency situations</p> <p>Know that the media, social media and celebrity culture promotes certain body types</p> <p>Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure</p> <p>Know what makes a healthy lifestyle</p>	<p>Know how to take responsibility for their own health</p> <p>Know how to make choices that benefit their own health and well-being</p> <p>Know about different types of drugs and their uses</p> <p>Know how these different types of drugs can affect people's bodies, especially their liver and heart</p> <p>Know that some people can be exploited and made to do things that are against the law</p> <p>Know why some people join gangs and the risk that this can involve</p> <p>Know what it means to be emotionally well</p> <p>Know that stress can be triggered by a range of things</p> <p>Know that being stressed can cause drug and alcohol misuse</p>
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## Dreams and Goals Lent 2

Know what a challenge is  
 Know that it is important to keep trying  
 Know what a goal is  
 Know how to set goals and work towards them  
 Know which words are kind  
 Know some jobs that they might like to do when they are older  
 Know that they must work hard now in order to be able to achieve the job they want when they are Older. Know when they have achieved a goal

Know how to set simple goals  
 Know how to achieve a goal  
 Know how to work well with a partner  
 Know that tackling a challenge can stretch their learning  
 Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them  
 Know when a goal has been achieved

Know how to choose a realistic goal and think about how to achieve it  
 Know that it is important to persevere  
 Know how to recognise what working together well looks like  
 Know what good group working looks like  
 Know how to share success with other people

Know about specific people who have overcome difficult challenges to achieve success  
 Know what dreams and ambitions are important to them  
 Know how they can best overcome learning challenges  
 Know that they are responsible for their own learning  
 Know what their own strengths are as a learner  
 Know what an obstacle is and how they can hinder achievement  
 Know how to take steps to overcome obstacles  
 Know how to evaluate their own learning progress and identify how it can be better next time

Know what their own hopes and dreams are  
 Know that hopes and dreams don't always come true  
 Know that reflecting on positive and happy experiences can help them to counteract disappointment  
 Know how to make a new plan and set new goals even if they have been disappointed  
 Know how to work out the steps they need to take to achieve a goal  
 Know how to work as part of a successful group  
 Know how to share in the success of a group

Know that they will need money to help them to achieve some of their dreams  
 Know about a range of jobs that are carried out by people I know  
 Know that different jobs pay more money than others  
 Know the types of job they might like to do when they are older  
 Know that young people from different cultures may have different dreams and goals  
 Know that communicating with someone from a different culture means that they can learn from them and vice versa  
 Know ways that they can support young people in their own culture and abroad

Know their own learning strengths  
 Know how to set realistic and challenging goals  
 Know what the learning steps are they need to take to achieve their goal  
 Know a variety of problems that the world is facing  
 Know how to work with other people to make the world a better place  
 Know some ways in which they could work with others to make the world a better place  
 Know what their classmates like and admire about them

## Relationships Trinity 1

<p>Know what a family is</p> <p>Know that different people in a family have different responsibilities (jobs)</p> <p>Know some of the characteristics of healthy and safe friendship</p> <p>Know that friends sometimes fall out</p> <p>Know some ways to mend a friendship</p> <p>Know that unkind words can never be taken back and they can hurt</p> <p>Know how to use Jigsaw's Calm Me to help when feeling angry</p> <p>Know some reasons why others get angry</p>	<p>Know that everyone's family is different</p> <p>Know that there are lots of different types of families</p> <p>Know that families are founded on belonging, love and care</p> <p>Know how to make a friend</p> <p>Know the characteristics of healthy and safe friends</p> <p>Know that physical contact can be used as a greeting</p> <p>Know about the different people in the school community and how they help</p> <p>Know who to ask for help in the school community</p>	<p>Know that everyone's family is different</p> <p>Know that families function well when there is trust, respect, care, love and co-operation</p> <p>Know that there are lots of forms of physical contact within a family</p> <p>Know how to say stop if someone is hurting them</p> <p>Know some reasons why friends have conflicts</p> <p>Know that friendships have ups and downs and sometimes change with time</p> <p>Know how to use the Mending Friendships or Solve-it-together problem-solving methods</p> <p>Know there are good secrets and worry secrets and why it is important to share worry secrets</p> <p>Know what trust is</p>	<p>Know that different family members carry out different roles or have different responsibilities within the family</p> <p>Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc</p> <p>Know some of the skills of friendship, e.g. taking turns, being a good listener</p> <p>Know some strategies for keeping themselves safe online</p> <p>Know how some of the actions and work of people around the world help and influence my life</p> <p>Know that they and all children have rights (UNCRC)</p> <p>Know the lives of children around the world can be different from their</p>	<p>Know some reasons why people feel jealousy</p> <p>Know that jealousy can be damaging to relationships</p> <p>Know that loss is a normal part of relationships</p> <p>Know that negative feelings are a normal part of loss</p> <p>Know that memories can support us when we lose a special person or animal</p> <p>Know that change is a natural part of relationships/ friendship</p> <p>Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe</p>	<p>Know that a personality is made up of many different characteristics, qualities and attributes</p> <p>Know that belonging to an online community can have positive and negative consequences</p> <p>Know that there are rights and responsibilities in an online community or social network</p> <p>Know that there are rights and responsibilities when playing a game online</p> <p>Know that too much screen time isn't healthy</p> <p>Know how to stay safe when using technology to communicate with friends</p>	<p>Know that it is important to take care of their own mental health</p> <p>Know ways that they can take care of their own mental health</p> <p>Know the stages of grief and that there are different types of loss that cause people to grieve</p> <p>Know that sometimes people can try to gain power or control them</p> <p>Know some of the dangers of being 'online'</p> <p>Know how to use technology safely and positively to communicate with their friends and family</p>
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				their own			
<p><b>Changing Me Trinity 2</b></p>	<p>Know the names and functions of some parts of the body (see vocabulary list)</p> <p>Know that we grow from baby to adult</p> <p>Know who to talk to if they are feeling worried</p> <p>Know that sharing how they feel can help solve a worry</p> <p>Know that remembering happy times can help us move on</p>	<p>Know that animals including humans have a life cycle</p> <p>Know that changes happen when we grow up</p> <p>Know that people grow up at different rates and that is normal</p> <p>Know the names of male and female private body parts</p> <p>Know that there are correct names for private body parts and nicknames, and when to use them</p> <p>Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p> <p>Know that learning brings about change</p>	<p>Know that life cycles exist in nature</p> <p>Know that ageing is a natural process including old-age</p> <p>Know that some changes are out of an individual's control</p> <p>Know how their bodies have changed from when they were a baby and that they will continue to change as they age</p> <p>Know the physical differences between male and female bodies</p> <p>Know the correct names for private body parts</p> <p>Know that private body parts are special and that no one has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p>	<p>Know that in animals and humans lots of changes happen between conception and growing up</p> <p>Know that in nature it is usually the female that carries the baby</p> <p>Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</p> <p>Know that babies need love and care from their parents/carers</p> <p>Know some of the changes that happen between being a baby and a child</p> <p>Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults</p>	<p>Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm</p> <p>Know that babies are made by a sperm joining with an ovum</p> <p>Know the names of the different internal and external body parts that are needed to make a baby</p> <p>Know how the female and male body change at puberty</p> <p>Know that personal hygiene is important during puberty and as an adult</p> <p>Know that change is a normal part of life and that some cannot be controlled and have to be accepted</p>	<p>Know what perception means and that perceptions can be right or wrong</p> <p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know that sexual intercourse can lead to conception</p> <p>Know that some people need help to conceive and might use IVF</p> <p>Know that becoming a teenager involves various changes and also brings growing responsibility</p>	<p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know how a baby develops from conception through the nine months of pregnancy and how it is born</p> <p>Know how being physically attracted to someone changes the nature of the relationship</p> <p>Know the importance of self-esteem and what they can do to develop it</p> <p>Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/ moving to their next class</p>

			<b>Know there are different types of touch and that some are acceptable and some are not</b>	<b>Know some of the outside body changes that happen during puberty</b> <b>Know some of the changes on the inside that happen during puberty</b>	<b>Know that change can bring about a range of different emotions</b>		
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PSHE/RSE – EXAMPLE OF END OF UNIT ASSESSMENT

Appendix C:

Teacher assessment

PSHE Progression template

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	A	B	C	D	E	F	G	H	I
1	WT - Working Towards, WA - Working At, WB - Working Beyond								
2	Pupil		<b>Being Me in My World</b>	<b>Celebrating Difference</b>			<b>Dreams and Goals</b>		
3	Last Name	First Name	<p>WT- I can tell you something positive that I like about being in my class. I can say how I help make my class a happy and safe place.</p> <p>WA- I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe.</p> <p>WB- I can explain why I have a right to learn in a happy and safe class. I can explain how everyone in my class has responsibilities to make our class happy and safe.</p>	<p>WT- I can talk about one thing that makes me different from my friends and one thing that we have in common. I can tell you ways that I could be kind to other people in my class.</p> <p>WA- I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody feel.</p> <p>WB- I can explain why being unique and special is important. I can explain why bullying might happen and I can offer strategies to help the person who is being bullied.</p>			<p>WT- I can tell you about a challenge and what I did well. I can say why a challenge made me feel good about myself.</p> <p>WT- I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive feelings.</p> <p>WB- I can explain what helped me to succeed in a learning challenge and explain how this made me feel. I can explain why it is important to store positive feelings in my internal treasure chest and how this can help me in my future learning.</p>		
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