

## **PSHE INTENT STATEMENT:**

As a trust, it is our intent to educate our children to be accepting of diversity and be sensitive to the needs of different groups of people in society. We aim to encourage all children to use the correct language and terminology in discussion, developing an understanding and awareness that diversity and difference should be accepted and celebrated. The curriculum has been developed to be respectful, accepting and tolerant of different community and social groups, rather than to promote specific lifestyle choices.

We aim to provide high quality learning opportunities which allow the children to demonstrate an understanding of, and a sensitivity to all others regardless of their beliefs and values, so that they can develop meaningful relationships and caring friendships in which they feel safe, cared for and supported. We aim to equip children with the ability to make their own decisions about their lifestyle choices, health and wellbeing and the knowledge they need to keep themselves safe in an ever developing world.

### Implementation:

- Open discussions/ forums/ debates
- Invite visitors in to school to share their experiences and provide role models
- Diversity in resources-books and materials to include different family groups, including representation of LGBT communities
- DfE recommended resources
- Parent and Child workshops to support SRE, Mental Health and Drug/ Alcohol education
- PSHE association resources
- Possible community projects
- Pre-teaching/ preparation for vulnerable children
- Scrapbook of children's responses to topical discussions

## **IMPLEMENTATION:**

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**PSHE PROGRESSION**

			<b>Children will be taught:</b>
<b>EYFS KS1</b>	<b>Autumn</b>	<b>Families and people who care</b>	To identify the people who love and care for them and what they do to help them feel cared for About the roles different people (eg acquaintances, friends and relatives) play in our lives To identify common features of family life About different types of families including those that may be different to their own To recognise the ways in which we are all unique That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried
		<b>Caring friendships</b>	About how people make friends and what makes a good friendship About what is kind and unkind behaviour and how this can affect others
		<b>Respectful relationships</b>	To recognise the ways in which they are the same and different to others About the different groups they belong to
		<b>Being Safe</b>	To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) About how to respond if physical contact makes them uncomfortable or unsafe
		<b>Mental Wellbeing</b>	Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
		<b>Health and Prevention</b>	About how physical activity helps us to stay healthy; and ways to be physically active everyday About the people who help us to stay physically healthy About why sleep is important and different ways to rest and relax Simple hygiene routines that can stop germs from spreading That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
	<b>Spring</b>	<b>Caring Friendships</b>	About how to recognise when they or someone else feels lonely and what to do
		<b>Respectful relationships</b>	How to talk about and share their opinions on things that matter to them About how to treat themselves and others with respect; how to be polite and courteous To recognise what makes them special To identify what they are good at, what they like and dislike How to respond safely to adults they don't know About knowing there are situations when they should ask for permission and also when their permissions should be sought That sometimes people may behave differently online, including by pretending to be someone they are not
		<b>Being Safe</b>	<i>To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</i> <i>About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</i> <i>About how to respond if physical contact makes them uncomfortable or unsafe</i>
		<b>Mental Wellbeing</b>	About different feelings that humans can experience

			<p>How to recognise and name feelings</p> <p>How feelings can affect people's bodies and how they behave</p> <p>How to recognise what others may be feeling</p> <p>To recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>About ways of sharing feelings; a range of words to describe feelings</p> <p>About things that help people feel good (eg playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>How to manage when finding things difficult</p>
		<b>Economic Wellbeing/ Money</b>	<p>What money is; forms that money comes in; that money comes from different sources</p> <p>That people make different choices about how to save and spend money</p> <p>That money needs to be looked after; different ways of doing this</p> <p>About the difference between needs and wants; that sometimes people may not always be able to have the things they want</p>
	<b>Summer</b>	<b>Caring friendships</b>	<p>Simple strategies to resolve arguments between friends positively</p> <p>How to listen to other people and play and work co-operatively</p> <p>How to ask for help is a friendship is making them feel unhappy</p>
		<b>Respectful relationships</b>	<p>That bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>About how people may feel if they experience hurtful behaviour or bullying</p> <p>That hurtful behaviour (offline and online) including teasing, name calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>
		<b>Being Safe</b>	<p>Basic techniques for resisting pressure to do something they do not want to do and which may make them unsafe</p> <p><i>To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</i></p> <p><i>About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</i></p> <p><i>About how to respond if physical contact makes them uncomfortable or unsafe</i></p>
		<b>Mental Wellbeing</b>	<p>About preparing to move to a new class/ year group</p>
		<b>Healthy Eating</b>	<p>About foods that support good health and the risks of eating too much sugar</p>
		<b>Drugs Alcohol and Tobacco</b>	<p>About things that people can put in to their body or on their skin; how these can affect how people feel</p>
		<b>Health and Prevention</b>	<p>How to keep safe in the sun and protect skin from sun damage</p> <p>About how to keep safe at home (including around electrical appliances) and fire safety (eg not playing with matches and lighters)</p> <p>That household products (including medicines) can be harmful if not used correctly</p> <p>About the people whose job it is to help keep us safe</p> <p>Ways to keep safe in familiar and unfamiliar environments (eg beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p>
		<b>Basic First Aid</b>	<p>About what to do if there is an accident and someone is hurt</p> <p>How to get help in an emergency (how to dial 999 and what to say)</p>
		<b>Changing adolescent bodies</b>	<p>To name the main parts of the body including external genitalia (eg vulva, vagina, penis, testicles)</p> <p>About growing and changing from young to old and how people's needs change</p>

<b>LOWER KS2</b>	<b>Autumn</b>	<b>Families and People who care</b>	<p>That a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>To recognize other shared characteristics of healthy family life including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>To recognise and respect that there are different types of family structure (including single parents, same sex parents, step parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>About personal identity; what contributes to who we are (eg. Ethnicity, family, gender (including gender identity), faith, culture, hobbies, likes/dislikes)</p> <p><i>That a feature of positive family life is caring relationships; about the different ways in which people care for one another</i></p> <p><i>To recognise and respect that there are different types of family structure (including single parents, same sex parents, step parents, blended families, foster parents); that families of all types can give family members love, security and stability</i></p>
		<b>Caring Friendships</b>	<p>About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effects of online action on others</p> <p>What constitutes a positive healthy friendship (eg mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face to face relationships</p> <p>The importance of seeking support if feeling lonely or excluded</p> <p>To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>
		<b>Respectful Relationships</b>	<p>About respecting the differences and similarities between people and recognising what they have in common with others eg physically, in personality or background</p> <p>To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>About the different groups that make up their community; what living in a community means</p> <p>To recognise their individuality and personal qualities</p> <p>To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</p> <p>About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>About the impact of bullying, including offline and online. And the consequences of hurtful behaviour</p> <p>Strategies to respond to hurtful behaviour experienced or witnessed, off line and online by peers or others (including teasing, name calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</p> <p>About seeking and giving permission (consent) in different situations</p>
	<b>Spring</b>	<b>Online Relationships</b>	<p>About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p><i>How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</i></p> <p>Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>About some of the different ways information and data is shared online, including for commercial purposes</p>

		<p>About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p>
	<b>Being Safe</b>	<p>About keeping something confidential or secret when this should (eg a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p><i>How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</i></p> <p><i>Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</i></p>
	<b>Internet Safety and Harms</b>	<p>Recognise ways in which the internet and social media can be used both positively and negatively</p> <p>Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films and online gaming</p>
	<b>Health and Prevention</b>	<p>About the benefits of sun exposure and risks of over exposure; how to keep safe from sun damage and sun/ heat stroke and reduce the risk of skin cancer</p> <p>About how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and the ability to learn</p> <p>How to maintain good oral hygiene (include correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (eg sugar consumption/ acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>About the importance of taking medicines correctly and using household products safely (eg following instructions carefully)</p> <p>How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p> <p>Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>How to predict, assess and manage risk in different situations</p>
	<b>Basic First Aid</b>	<p>How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>
	<b>Economic Wellbeing</b>	<p>About the different ways to pay for things and the choices people have about this</p> <p>To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p>
<b>Summer</b>	<b>Mental Wellbeing</b>	<p>That mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>How to recognise that feelings can change over time and range in intensity</p> <p>A varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p>

			<p>About strategies and behaviours that support mental health- including how good quality sleep, physical exercise/ time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p><i>About strategies and behaviours that support mental health- including how good quality sleep, physical exercise/ time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends can support mental health and wellbeing</i></p> <p>Problem solving strategies for dealing with emotion</p> <p>To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p>
		<b>Physical Health and Fitness</b>	<p>How regular (daily/ weekly) exercise benefits mental and physical health (eg walking or cycling to school, daily active mile); recognising opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p><i>How regular (daily/ weekly) exercise benefits mental and physical health (eg walking or cycling to school, daily active mile); recognising opportunities to be physically active and some of the risks associated with an inactive lifestyle</i></p> <p>How to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>
		<b>Healthy Eating</b>	<p>How to make informed decisions about health</p> <p>About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay</p> <p><i>About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay</i></p>
		<b>Basic First Aid</b>	<p>About what is meant by first aid; basic techniques for dealing with common injuries (common injuries might include bruises, scalds, burns, bleeds- cuts/nose bleeds, asthma attacks, allergic reactions, choking, unresponsiveness)</p>
<b>UPPER KS2</b>	<b>Autumn</b>	<b>Caring Friendships</b>	<p>That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>How friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>That friendships have up and downs; strategies to resolve disputes and reconcile differences positively and safely</p>
		<b>Respectful Relationships</b>	<p>To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>About inappropriate language that can often be wrongly perceived or seen as jokes or banter</p> <p>About discrimination: what it means and how to challenge it</p>

		<p>To value the different contributions that people and groups make to the community</p> <p>About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p>
	<b>Being Safe</b>	<p>That female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</p> <p><i>Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</i></p> <p><i>That female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</i></p>
	<b>Healthy Eating</b>	<p>About the elements of a balanced, healthy lifestyle</p> <p>About choices that support a healthy lifestyle, and recognise what might influence these</p> <p><i>About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay</i></p>
<b>Spring</b>	<b>Online Relationships</b>	<p>That personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p><i>To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</i></p> <p><i>How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</i></p> <p>To recognise what it means to 'know someone online' and how this differs from knowing someone face to face; risks of communicating online with others not known face to face</p>
	<b>Being Safe</b>	<i>About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</i>
	<b>Mental Wellbeing</b>	<p>About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>Problem solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p><i>The importance of seeking support if feeling lonely or excluded</i></p> <p><i>About the impact of bullying, including offline and online. And the consequences of hurtful behaviour</i></p> <p><i>To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</i></p> <p><i>Strategies to respond to hurtful behaviour experienced or witnessed, off line and online (including teasing, name calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</i></p>
	<b>Internet Safety and Harms</b>	<p>About the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p><i>That personal behaviour can affect other people; to recognise and model respectful behaviour online</i></p> <p><i>Recognise ways in which the internet and social media can be used both positively and negatively</i></p> <p>About the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p><i>Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films and online gaming</i></p> <p><i>Strategies to respond to hurtful behaviour experienced or witnessed, off line and online (including teasing, name calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</i></p> <p><i>Recognise ways in which the internet and social media can be used both positively and negatively</i></p>

		<p>How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p><i>About some of the different ways about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</i></p> <p><i>That people who love and care for each other can be in a committed relationship (eg marriage), living together but may also live apart</i></p> <p><i>Information and data is shared online, including for commercial purposes</i></p> <p><i>About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</i></p> <p>About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>
	<b>Economic Wellbeing/ Money</b>	<p>Different ways to keep track of money</p> <p>About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>About the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>To recognise that people make spending decisions based on priorities, needs and wants</p> <p>To identify the ways that money can impact on people's feelings and emotions</p>
<b>Summer</b>	<b>Families and people who care for us</b>	<p>That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>To recognise that there are different types of relationships (eg friendships, family relationships, romantic relationships, online relationships)</p> <p>About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>That people who love and care for each other can be in a committed relationship (eg marriage), living together but may also live apart</p> <p>That forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>
	<b>Drugs, Alcohol and Tobacco</b>	<p>About the risks and effects of legal drugs common to everyday life (eg cigarettes, e- cigarettes/ vaping, alcohol and medicines and their impact on health; recognise that drug use can become a habit that can be difficult to break</p> <p>To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>About why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p> <p>About the mixed messages in the media about drugs, including alcohol and smoking/ vaping</p> <p>About the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p><i>CQ Science milestone 3: Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.</i></p>
	<b>Health and Prevention</b>	<p>About what good physical health means; how to recognise early signs of physical illness</p>
	<b>Changing Adolescent body</b>	<p>To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>About how hygiene routines change during a time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>About where to get more information, help and advice about growing and changing, especially about puberty</p> <p><i>CQ Science milestone 3: Describe the changes as humans develop to old age.</i></p>

		<b>Sex Education</b>	About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born
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