

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

AT SHALFLEET AND YARMOUTH CHURCH OF ENGLAND PRIMARY
SCHOOLS

NATIONAL CURRICULUM STATEMENT

Purpose of study

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. We expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

OUR INTENT

By the time our children leave our school, our Personal, Social and Healthy Education provision aims to have prepared them with the knowledge and equipped them with tools needed as they progress onto Secondary school and beyond. This will involve discussing and covering essential topics such as healthy relationships, diversity and respect, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle, tailored to the children's year group and understanding. These will be taught in a safe, understanding environment where questions will be encouraged and answered sensitively and thoroughly.

The Federation of the Church Schools of Shalfleet and Yarmouth

Curriculum for Learning Overview

What are we trying to achieve?

Lifelong Achievement

Curriculum Values

Design principles to inspire & challenge

Our purpose is to educate children in an atmosphere of Christian love where all achieve the very best they can, now and throughout their lives

Relationships
We have strong partnerships and positive relationships

Determination
We are determined to do our very best to achieve

Respect
We show respect to others and the environment

Coherent learning links and pathways

Strong working partnerships

High quality outcomes, deep learning

Valuing all children, learning is accessible to all

Challenging, engaging and motivating

Opportunities for memorable experiences

Promotes independence and curiosity

Broad, relevant and balanced
Local, Mainland, Global

How do we implement?

Components

Teaching for Learning

Approaches

EYFS/National Curriculum

The curriculum as the entire planned learning experience ←

Lessons Topics Events/Trips Environment Enrichment/Inspire Partnerships

Clear understanding of cognition and learning – Good subject knowledge – Skilful instruction, coaching and facilitating – Flexible and responsive teaching strategies – Stimulating and well organised learning environments – Effective use of assessment - High expectations and productive interactions

Sequences of learning that link key ideas in subject domains - rich connected learning journeys – clear progression of learning – flexible inclusion strategies to tackle educational disadvantage - social, moral, spiritual, cultural education

| | | | | | | | | | | | | |
|---|---|--|---|------------------------------------|---------------------------|--------------------------------|---|---------------------------|----|-----|------|----|
| CLL | PSED | PD | Literacy | Maths | UW | EAD | | | | | | |
| Eng | Ma | Sci | Comp | D&T | Hist | Geo | A&D | Music | PE | MFL | PSHE | RE |
| Positive relationships and interactions | Appropriate learning opportunities understood by pupils | Children understand how to be successful | Oral and written feedback that has impact | Dialogic talk and rich questioning | Developing meta-cognition | Moderation underpins standards | Effective use of assessment driving tailored learning | Target setting and review | | | | |

What is the impact?

Successful Learning

Our curriculum impact can be measured by...

Systematic monitoring, action and review : Do design principles translate into an inspiring and challenging curriculum for all?

Evidenced by...

High achievement and outcomes for all across the curriculum

Good behaviour, positive attitudes and high attendance

Teaching that is engaging and consistently good for all

Motivated teams & positive learning culture

Confident, kind, respectful, determined learners



PSHE/SMSC AT THE FEDERATION OF THE CHURCH SCHOOLS OF SHALFLEET AND YARMOUTH



| | | | |
|--|--|--|--|
| <p>Federation Vision for PSHE/SMSC – Intention for Children</p> <p>By the time our children leave our school, our PSHE provision will have offered our children opportunities to address both their current experiences and preparation for their future</p> | <p>Big Ideas</p> <p>CORE THEME 1: HEALTH AND WELLBEING CORE THEME 2: RELATIONSHIPS CORE THEME 3: LIVING IN THE WIDER WORLD</p> <ul style="list-style-type: none"> • Self-Awareness • Self-care, Support and Safety • Managing Feelings • Changing and Growing • Healthy Lifestyles • The World I live in | <p>Content and Sequencing (Broad, relevant and balanced)</p> <ul style="list-style-type: none"> - During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness. - It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. - helping pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities. | <p>PSHE in EYFS</p> <p>Self-Regulation:</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behavior accordingly. - Set and work towards simple goals, being able to wait for what they want - Give focused attention to what the teacher says, responding appropriately <p>Managing Self:</p> <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 |
|--|--|--|--|

| Vision for the Federation Learning Principles in PSHE | | | | | | | |
|---|--|--|---|--|--|--|--|
| Coherent Learning Links and Pathways: | Strong Working Partnerships: | High Quality Outcomes/Deep Learning: | Valuing All Children/Accessible Learning: | Challenging, Engaging and Motivating: | Opportunities for Memorable Experiences: | Promotes Independence and Curiosity: | Local, Mainland and Global: |
| PE – developing healthy life styles. Science – growth and change. Computing – keeping safe online. RE/values -as children will link concepts to their own lives and belief | Children to engage in debates and dialogue with each other in order to discuss deeper issues/meanings linked to the concept. | Children will have a deep understanding of themselves – their emotions, developing a healthy lifestyle, growing and changing how they live in the world. | All children will be able to access learning within PSHE through a focus on a variety of creative tasks encompassing a variety of skills (such as art and computing) to explore concepts. | Children are motivated to engage within religious concepts through tasks that reflect upon their reality and challenge them through tasks that require them to apply a range of skills from other foundation subjects. | Visits from and to outside agencies to discuss issues and different concepts. Raising aspirations. | Children are challenged to come to their own conclusions about issues not just about themselves but also within a wider world. | Children will be able to explore the British Values. Discussing and thinking how they relate to themselves and others. |
| Links with English and Maths | | Progress | | Support | | | |

| | | | |
|---|---|---|---|
| <ul style="list-style-type: none"> - Speaking and listening skills - Written responses/creative writing opportunities to respond to different scenarios. - Reading comprehension to find information | <p>Work can be evidenced in a variety of ways – through subject books particularly when work links to other subjects.</p> <p>Video evidence –e.g. of drama activities.</p> <p>Use baseline techniques and then revisit to add in the progress made.</p> | <p>Everyone has access to the PSHE curriculum</p> <p>Activities are adapted to enable recording of work; not just written.</p> <p>Safe positive learning environment is created</p> | <p>adults and friendships with peers.</p> <ul style="list-style-type: none"> - Show sensitivity to their own and to others' needs. |
|---|---|---|---|

OUR IMPLEMENTATION - ASSESSMENT

Class teachers use assessment to track the achievements of pupils through the PSHE subsections. This can influence next steps for pupils and the level of support needed.

I will use assessment to analyse summative data through the monitoring and evaluating process.

Key PSHE targets for each sequence of lessons and children should be assessed against these.

The assessment model is designed to support all pupils to access the PSHE curriculum and also challenge higher attaining pupils.

The assessment of PSHE is supported by the targets from the PSHE progression map and the assessment document is designed to support staff with accurate assessment measures by identifying children who have achieved targets and importantly inputting the names that have yet to achieve a target.

| RE | | Art | | DT | |
|--|--|---|---------------|------------------|---|
| COMMUNICATE | | KNOWLEDGE | | KNOWLEDGE | |
| Explain my own response to laws. | | Give detailed observations about notable artists', artisans' and designers' work; | | DESIGN | Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment |
| Explain in my own response to the concept of prophecy. | | Offer facts about notable artists', artisans' and designers' lives; | | | Describe the purpose of their products |
| Explain my own response to rituals. | | | SKILLS | | Indicate the design features of their products that will appeal to intended |



Key area of subject

Individual target

Insert names of individuals not achieving target

Key sub-area of subject

| DT | | Music | | French | |
|---------------|---|-----------|---|-----------------|---|
| KNOWLEDGE | | KNOWLEDGE | | LISTENING | |
| | Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment | | To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | | Understand and respond to spoken and written language from a variety of authentic sources |
| | Describe the purpose of their products | | To improvise and compose music for a range of purposes using the inter-related dimensions of music | <u>SPEAKING</u> | |
| DESIGN | Indicate the design features of their products that will appeal to intended users | | To listen with attention to detail and recall sounds with increasing aural memory | | Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation |
| | Explain how particular parts of their products work | | To use and understand staff and other musical notations | | Give a short prepared talk, on a topic of choice, including expressing opinions - e.g.talking on a familiar subject; describing a picture or part of a story; making a presentation to the class |
| | | | | | |



MONITORING AND EVALUATING

Impact of the implementation of the PSHE curriculum is measured in a variety of ways.

These include:

- Pupil Conferencing
- Work Scrutiny – alongside planning
- Assessment data
- Learning walks
- Learning environment

EVIDENCE ATTAINED FROM THESE FOLLOWS ON THE NEXT SLIDES (SPLIT INTO YEAR GROUPS)



A map of a region with various place names and roads is shown in the background. Two pushpins are stuck into the map: a red one on the left and a blue one on the right. A black rectangular box with a thin red horizontal line at the top is overlaid on the map, containing white text.

**EVIDENCE FROM PREVIOUS
(SEAL) PROGRESSION MAP
2020-2021**

- These were the areas that were covered each year (one each half term) throughout our children's time at the Federation during the year 2020-2021.

- New beginnings
- Getting on and falling out
- Going for goals
- Good to be me
- Relationships
- Changes

The following slides show just a few highlights of some of the PSHE that took place following our old progression map.



EYFS 2020-2021 HIGHLIGHTS

AUTUMN TERM

'One of the big needs we have had to address this half term with the children is not only to improve their understanding of what emotions are and how to deal with them but also to really focus in on worries and how to handle them. This is a need for the whole class but in particular for our LAC child and a ICO child - our LAC child has had the transition back to moving in with mum after being with a carer.'

Purple Class, EYFS



EYFS used a range of stories and circle times to approach the idea of worries and each child made their own worry monster to take home. They also made their own worry monster in class for children to use with an adult to deal with their worries. These photos show pupil comments from circle time and an adult led task which got children to draw their worry and find a way to deal with it. On their PSHE display, they also showed photos from a shadow activity about how our worries can follow us about like shadows until we deal with them (we washed our chalk shadows out).



SPRING TERM

- We constantly explore PSHE issues that arise within the classroom setting. Regular themes include:
 - **understanding emotions – recognising them and dealing with different emotions positively with our toolkit.**
 - We share the BBC videos of Ben and Bregha to help us to learn more about what emotions are and how to recognise them. We use this to start our discussions and share our own experiences in a circle time.
 - **celebrating diversity – what makes us unique and special.**

We used art and one of our favourite stories to discuss and celebrate diversity: We made characters from the story and wrote speech bubbles to celebrate what made our characters unique and beautiful: e.g. some children said 'he has one leg, she can't see, she's different colours to the other characters.'



YEAR ONE 2020-2021 HIGHLIGHTS



GOING FOR GOALS

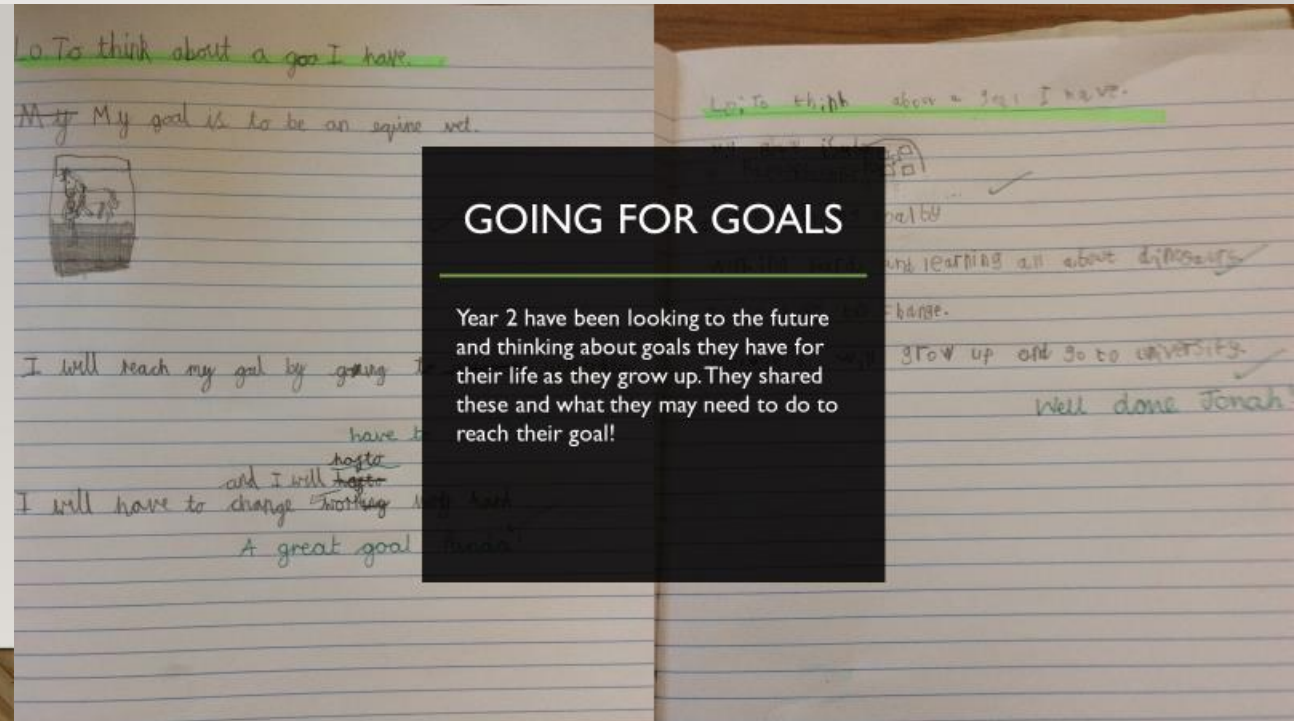
In the Summer term, the children set out to achieve something new by designing and creating a carnival costume. This took weeks of designing and preparing before showcasing this to parents and the community!

YEAR TWO 2020-2021 HIGHLIGHTS



GETTING ON AND FALLING OUT

In Year 2 at Shalfleet, the children have been discussing friendship and how to resolve conflicts. They discussed what made a good friend and told each other what they were good at.



GOING FOR GOALS

Year 2 have been looking to the future and thinking about goals they have for their life as they grow up. They shared these and what they may need to do to reach their goal!

YEAR THREE 2020-2021 HIGHLIGHTS

GETTING ON AND FALLING OUT

In Year 3 at Yarmouth, we used to drama to act out scenarios that involved conflict. We thought about a negative way to solve this conflict and then a positive way to resolve the situation. We had some very rich discussions about how we could independently sort situations and how to take care of each other.



CHANGES

In year 3, the children have been considering fears and worries and how these can be challenged and overcome. They linked these to real life examples and where they has managed to overcome things they were worried about.

We talked about a growth mindset and how this can help us to overcome our fears!



YEAR FOUR 2020-2021 HIGHLIGHTS

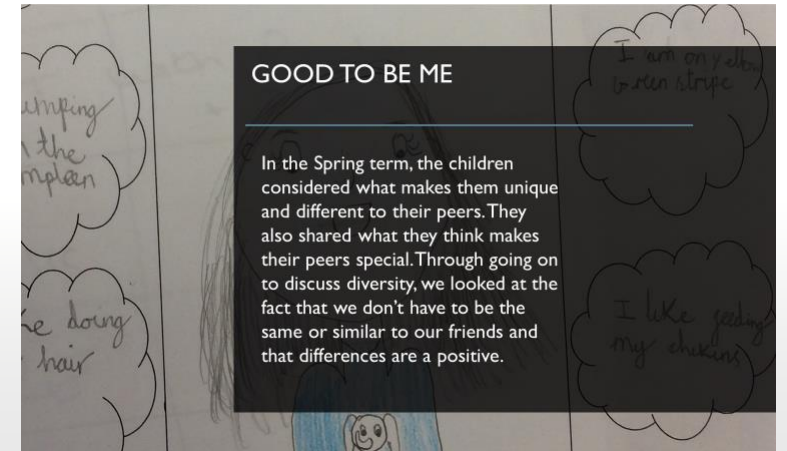
GOING FOR GOALS

In year 4 at Shalfleet, the children thought about their goals and what they have achieved and improved in. They also considered their goals moving forward and what they are aiming for.



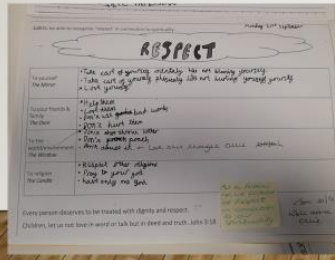
GOOD TO BE ME

In the Spring term, the children considered what makes them unique and different to their peers. They also shared what they think makes their peers special. Through going on to discuss diversity, we looked at the fact that we don't have to be the same or similar to our friends and that differences are a positive.

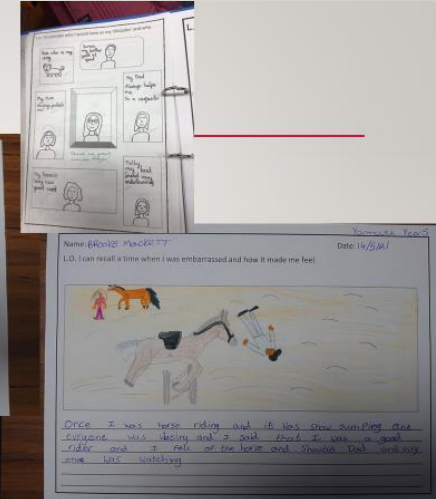
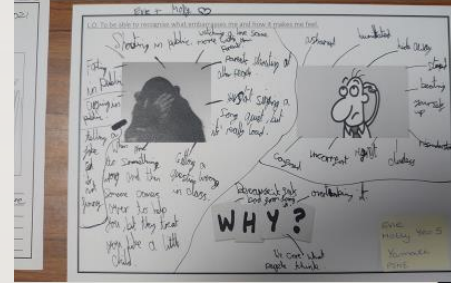


NEW BEGINNINGS

In Year 5, the children began the year by focusing on one of our school values, respect. They considered this in relation to both themselves and others. They discussed the importance of respecting themselves and what this looks like. In addition, they considered respect in relation to spirituality and the wider world.



RELATIONSHIPS

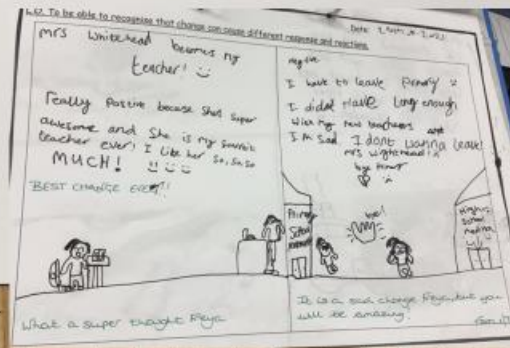
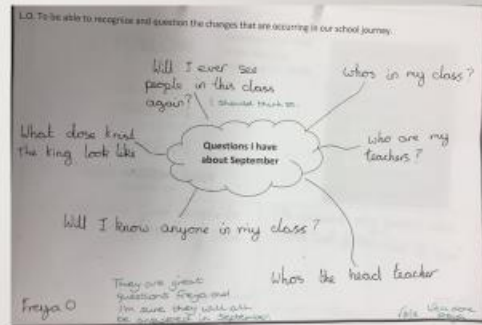


YEAR FIVE 2020-2021 HIGHLIGHTS

YEAR SIX 2020-2021 HIGHLIGHTS

CHANGES

- The Year 6 children have been preparing for the change that is ahead of moving on to a new school. They were given the chance to think about questions they had and their feelings linked to this change.
- They also reflected on positive and negative changes and were encouraged to see this change as an exciting new step in their learning journey.



GOOD TO BE ME

In year 6, the children have been identifying and recognising stereotyping and explaining what they stereotype is trying to tell us. They have then been challenging them and discussing how stereotypes may affect us when growing up.



→ This shows that only girls can do the cleaning. ✓

→ only boys can use this when growing up. ✓

PSHE



The Church Schools of Shalfleet and Yarmouth Planning Overview
September 2021 onwards

From
Sept
2021

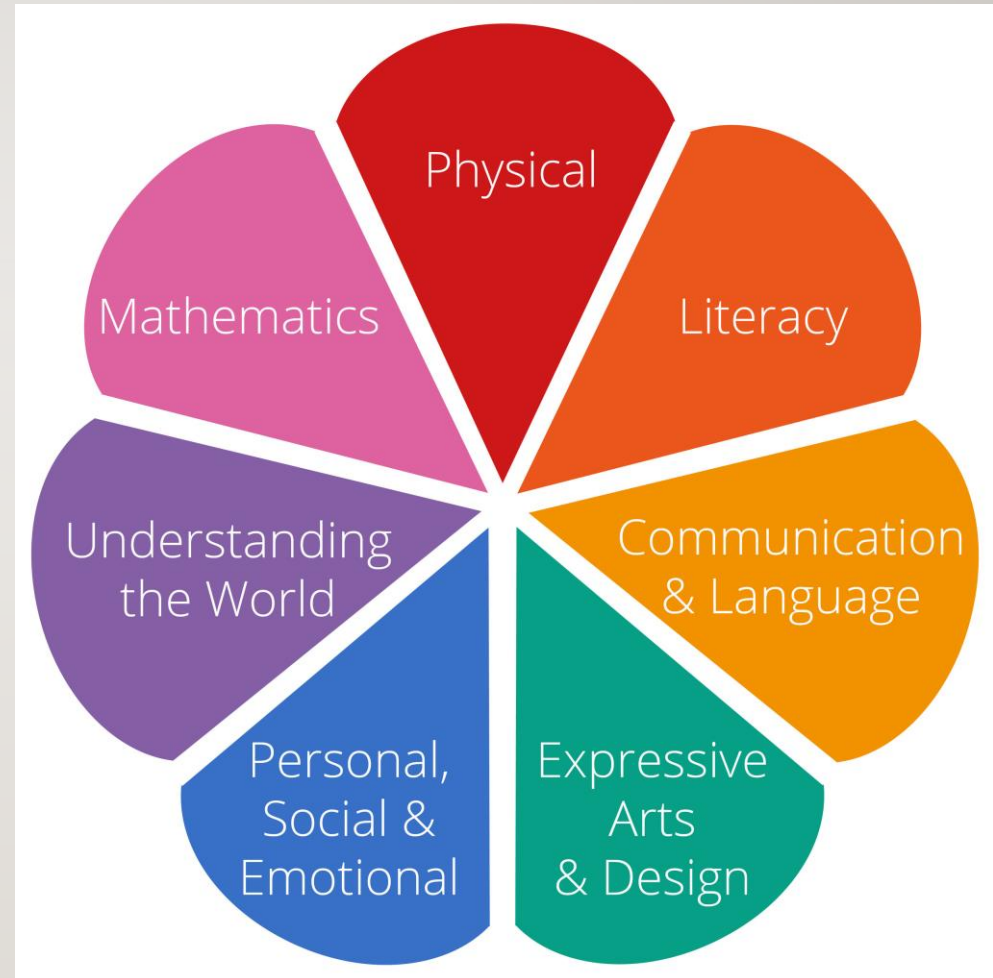
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| | Relationships | | | Living in the wider world | | | Health and wellbeing | | |
|--------|--|--|---|---|--|--|---|--|--|
| | Families and friendships | Safe relationships | Respecting ourselves and others | Belonging to a community | Media literacy and digital resilience | Money and work | Physical health and Mental wellbeing | Growing and changing | Keeping safe |
| Year 1 | Roles of different people; families; feeling cared for | Recognising privacy; staying safe; seeking permission | How behaviour affects others; being polite and respectful | What rules are; caring for others' needs; looking after the environment | Using the internet and digital devices; communicating online | Strengths and interests; jobs in the community | Keeping healthy; food and exercise; hygiene routines; sun safety | Recognising what makes them unique and special; feelings; managing when things go wrong | How rules and age restrictions help us; keeping safe online |
| Year 2 | Making friends; feeling lonely and getting help | Managing secrets; resisting pressure and getting help; recognising hurtful behaviour | Recognising things in common and differences; playing and working cooperatively; sharing opinions | Belonging to a group; roles and responsibilities; being the same and different in the community | The internet in everyday life; online content and information | What money is; needs and wants; looking after money | Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help | Growing older; naming body parts; moving class or year | Safety in different environments; risk and safety at home; emergencies |
| Year 3 | What makes a family; features of family life | Personal boundaries; safely responding to others; the impact of hurtful behaviour | Recognising respectful behaviour; the importance of self-respect; courtesy and being polite | The value of rules and laws; rights, freedoms and responsibilities | How the internet is used; assessing information online | Different jobs and skills; job stereotypes; setting personal goals | Health choices and habits; what affects feelings; expressing feelings | Personal strengths and achievements; managing and reframing setbacks | Risks and hazards; safety in the local environment and unfamiliar places |
| Year 4 | Positive friendships, including online | Responding to hurtful behaviour; managing confidentiality; recognising risks online | Respecting differences and similarities; discussing difference sensitively | What makes a community; shared responsibilities | How data is shared and used | Making decisions about money; using and keeping money safe | Maintaining a balanced lifestyle; oral hygiene and dental care | Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty | Medicines and household products; drugs common to everyday life |
| Year 5 | Managing friendships and peer influence | Physical contact and feeling safe | Responding respectfully to a wide range of people; recognising prejudice and discrimination | Protecting the environment; compassion towards others | How information online is targeted; different media types, their role and impact | Identifying job interests and aspirations; what influences career choices; workplace stereotypes | Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies | Personal identity; recognising individuality and different qualities; mental wellbeing | Keeping safe in different situations, including responding in emergencies, first aid and FGM |
| Year 6 | Attraction to others; romantic relationships; civil partnership and marriage | Recognising and managing pressure; consent in different situations | Expressing opinions and respecting other points of view, including discussing topical issues | Valuing diversity; challenging discrimination and stereotypes | Evaluating media sources; sharing things online | Influences and attitudes to money; money and financial risks | What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online | Human reproduction and birth; increasing independence; managing transition | Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media |

By the end of primary school:

| | |
|-------------------------------------|--|
| Families and people who care for me | <p>Pupils should know</p> <ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability.• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.• that marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.• how to recognise if family relationships are making them feel unhappy |
| Caring friendships | <p>Pupils should know</p> <ul style="list-style-type: none">• how important friendships are in making us feel happy and secure, and how people choose and make friends.• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. |
| Respectful relationships | <p>Pupils should know</p> <ul style="list-style-type: none">• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.• practical steps they can take in a range of different contexts to improve or support respectful relationships.• the conventions of courtesy and manners.• the importance of self-respect and how this links to their own happiness.• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.• what a stereotype is, and how stereotypes can be unfair, negative or destructive.• the importance of permission-seeking and giving in relationships with friends, peers and adults. <p>13 Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</p> |
| Online relationships | <p>Pupils should know</p> <ul style="list-style-type: none">• that people sometimes behave differently online, including by pretending to be someone they are not.• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.• how information and data is shared and used online. |
| Being safe | <p>Pupils should know</p> <ul style="list-style-type: none">• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.• how to recognise and report feelings of being unsafe or feeling bad about any adult.• how to ask for advice or help for themselves or others, and to keep trying until they are heard.• how to report concerns or abuse, and the vocabulary and confidence needed to do so.• where to get advice e.g. family, school and/or other sources. |

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- EYFS
 - Personal, social and emotional,
 - Understanding the world
 - Communication and Language



PSHE IN EYFS

- **Self Regulation:**

- Show an understanding of their own feelings and those of others, and begin to regulate their behavior 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:**

- 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:**

- 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.



EYFS FROM 2021 BASED ON NEW FRAMEWORK...


Self Regulation:

- Show an understanding of their own feelings and those of others, and begin to regulate their behavior 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:

- 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:

- 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.
- 



| Topic | In this unit of work, students learn... | Quality Assured resources to support planning |
|--|---|--|
| Families and friendships Roles of different people; families; feeling cared for PqS Refs: R1, R2, R3, R4, R5 | <ul style="list-style-type: none"> about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers the role these different people play in children's lives and how they care for them what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. about the importance of telling someone — and how to tell them — if they are worried about something in their family | Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 1, 'My special people' Metro charity KS1 Love and respectful relationships |
| Safe relationships Recognising privacy; staying safe; seeking permission PqS Refs: R10, R13, R15, R16, R17 | <ul style="list-style-type: none"> about situations when someone's body or feelings might be hurt and whom to go to for help about what it means to keep something private, including parts of the body that are private to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) how to respond if being touched makes them feel uncomfortable or unsafe when it is important to ask for permission to touch others how to ask for and give/not give permission. | NSPCC – The underwear rule resources (PANTS) 1 decision (5-8)-Relationships £ |
| Respecting ourselves and others How behaviour affects others; being polite and respectful PqS Refs: R21, R22 | <ul style="list-style-type: none"> what kind and unkind behaviour mean in and out school how kind and unkind behaviour can make people feel about what respect means about class rules, being polite to others, sharing and taking turns | |
| Belonging to a community What rules are; caring for others' needs; looking after the environment PqS Refs: L1, L2, L3 | <ul style="list-style-type: none"> about examples of rules in different situations, e.g. class rules, rules at home, rules outside that different people have different needs how we care for people, animals and other living things in different ways how they can look after the environment, e.g. recycling | 1 decision (5-8)-Being responsible £ Alzheimer's Society -Creating a dementia-friendly generation (KS1) |
| Media literacy and Digital resilience Using the internet and digital devices; communicating online PqS Refs: L7, L8 | <ul style="list-style-type: none"> how and why people use the internet the benefits of using the internet and digital devices how people find things out and communicate safely with others online | |
| Money and Work Strengths and interests; jobs in the community PqS Refs: L14, L16, L17 | <ul style="list-style-type: none"> that everyone has different strengths, in and out of school about how different strengths and interests are needed to do different jobs about people whose job it is to help us in the community about different jobs and the work people do | |
| Physical health and Mental wellbeing Keeping healthy; food and exercise; hygiene routines; sun safety PqS Refs: H1, H2, H3, H5, H8, H9, H10 | what it means to be healthy and why it is important <ul style="list-style-type: none"> ways to take care of themselves on a daily basis about basic hygiene routines, e.g. hand washing about healthy and unhealthy foods, including sugar intake about physical activity and how it keeps people healthy about different types of play, including balancing indoor, outdoor and screen-based play about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors how to keep safe in the sun | 1 decision (5-8) -Keeping/staying healthy £ |

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| <p>Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong DfES Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24</p> | <ul style="list-style-type: none"> to recognise what makes them special and unique including their likes, dislikes and what they are good at how to manage and whom to tell when finding things difficult, or when things go wrong how they are the same and different to others about different kinds of feelings how to recognise feelings in themselves and others how feelings can affect how people behave | <p>PSHE Association – Mental health and wellbeing lessons (KS1) Medway Public Health Directorate - Primary RSE Lessons – KS1, Lesson 2, 'Growing up: the human life cycle' 1 decision (5-8)-Feelings and emotions £</p> |
| <p>Keeping safe How rules and age restrictions help us; keeping safe online DfES Refs: H28, H34</p> | <ul style="list-style-type: none"> how rules can help to keep us safe why some things have age restrictions, e.g. TV and film, games, toys or play areas basic rules for keeping safe online whom to tell if they see something online that makes them feel unhappy, worried, or scared | <p>Topic Jessie and Friends 1 decision (5-8)-Computer safety/Hazard watch £</p> |

Year 2

| Topic | In this unit of work, students learn... | Quality Assured resources to support planning |
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| <p>Families and friendships Making friends; feeling lonely and getting help DfES Refs: R6, R7 R8, R9, R24</p> | <ul style="list-style-type: none"> how to be a good friend, e.g. kindness, listening, honesty about different ways that people meet and make friends strategies for positive play with friends, e.g. joining in, including others, etc. about what causes arguments between friends how to positively resolve arguments between friends how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else | <p>1 decision (5-8) - Relationships £</p> |
| <p>Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour DfES Refs: R11, R12, R14, R18, R19, R20</p> | <ul style="list-style-type: none"> how to recognise hurtful behaviour, including online what to do and whom to tell if they see or experience hurtful behaviour, including online about what bullying is and different types of bullying how someone may feel if they are being bullied about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help how to resist pressure to do something that feels uncomfortable or unsafe how to ask for help if they feel unsafe or worried and what vocabulary to use | <p>NSPCC – The underwear rule resources (PANTS) 1 decision (5-8)-Relationships £ Topic Jessie and Friends</p> |
| <p>Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions DfES Refs: R23, R24, R25</p> | <ul style="list-style-type: none"> about the things they have in common with their friends, classmates, and other people how friends can have both similarities and differences how to play and work cooperatively in different groups and situations how to share their ideas and listen to others, take part in discussions, and give reasons for their views | <p>PSHE Association – Inclusion, belonging and addressing extremism, (KS1), 'Sameness and difference'</p> |
| <p>Belonging to a community Belonging to a group; roles and responsibilities; being the same and different in the community DfES Refs: L2, L4, L5, L6</p> | <ul style="list-style-type: none"> about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups about different rights and responsibilities that they have in school and the wider community about how a community can help people from different groups to feel included to recognise that they are all equal, and ways in which they are the same and different to others in their community | <p>PSHE Association – Inclusion, belonging and addressing extremism, (KS1), 'Sameness and difference'</p> |

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| <p>Media literacy and Digital resilience The internet in everyday life; online content and information PqS Refs: L8, L9</p> | <ul style="list-style-type: none"> the ways in which people can access the internet e.g. phones, tablets, computers to recognise the purpose and value of the internet in everyday life to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos that information online might not always be true | |
| <p>Money and Work What money is; needs and wants; looking after money PqS Refs: L10, L11, L12, L13, L15</p> | <ul style="list-style-type: none"> about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments how money can be kept and looked after about getting, keeping and spending money that people are paid money for the job they do how to recognise the difference between needs and wants how people make choices about spending money, including thinking about needs and wants | <p>1 decision (5-8)-Money matters £</p> |
| <p>Physical health and Mental wellbeing Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help PqS Refs: H4, H6, H7, H16, H17, H18, H19, H20</p> | <ul style="list-style-type: none"> about routines and habits for maintaining good physical and mental health why sleep and rest are important for growing and keeping healthy that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies the importance of, and routines for, brushing teeth and visiting the dentist about food and drink that affect dental health how to describe and share a range of feelings ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others how to manage big feelings including those associated with change, loss and bereavement when and how to ask for help, and how to help others, with their feelings | <p>1 decision (5-8) -Keeping/staying healthy £ PSHE Association – Mental health and wellbeing lessons (KS1) 1 decision (5-8) -Feelings & emotions £</p> |
| <p>Growing and changing Growing older; naming body parts; moving class or year PqS Refs: H20, H25, H26, H27</p> | <ul style="list-style-type: none"> about the human life cycle and how people grow from young to old how our needs and bodies change as we grow up to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) about change as people grow up, including new opportunities and responsibilities preparing to move to a new class and setting goals for next year | <p>Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 3, 'Everybody's body'</p> |
| <p>Keeping safe Safety in different environments; risk and safety at home; emergencies PqS Refs: H29, H30, H31, H32, H33, H35, H36, H27</p> | <ul style="list-style-type: none"> how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel how to respond if there is an accident and someone is hurt about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say | <p>Red Cross – Life. Live it 'Stay safe' Islington Healthy Schools Team – Dogs & Cats £ 1 decision (5-8) -Keeping/staying safe £</p> |

| Topic | In this unit of work, students learn... | Quality Assured resources to support planning |
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| <p>Families and friendships What makes a family; features of family life BqS Refs: R1, R6, R7, R8, R9</p> | <ul style="list-style-type: none"> to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents that being part of a family provides support, stability and love about the positive aspects of being part of a family, such as spending time together and caring for each other about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty to identify if/when something in a family might make someone upset or worried what to do and whom to tell if family relationships are making them feel unhappy or unsafe | <p>Quality Assured resources to support planning</p> <p>Coram Life Education – The Adoptables' Schools Toolkit</p> |
| <p>Safe relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour BqS Refs: R19, R22, R24, R30</p> | <ul style="list-style-type: none"> What is appropriate to share with friends, classmates, family and wider social groups including online about what privacy and personal boundaries are, including online basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision that bullying and hurtful behaviour is unacceptable in any situation about the effects and consequences of bullying for the people involved about bullying online, and the similarities and differences to face-to-face bullying what to do and whom to tell if they see or experience bullying or hurtful behaviour | <p>NSPCC Share Aware</p> |
| <p>Respecting ourselves and others Recognising respectful behaviour; the importance of self-respect; courtesy and being polite BqS Refs: R30, R31</p> | <ul style="list-style-type: none"> to recognise respectful behaviours e.g. helping or including others, being responsible how to model respectful behaviour in different situations e.g. at home, at school, online the importance of self-respect and their right to be treated respectfully by others what it means to treat others, and be treated, politely the ways in which people show respect and courtesy in different cultures and in wider society | <p>Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing Alzheimer's Society -Creating a dementia-friendly generation (KS2)</p> |
| <p>Belonging to a community The value of rules and laws; rights, freedoms and responsibilities BqS Refs: L1, L2, L3</p> | <ul style="list-style-type: none"> the reasons for rules and laws in wider society the importance of abiding by the law and what might happen if rules and laws are broken what human rights are and how they protect people to identify basic examples of human rights including the rights of children about how they have rights and also responsibilities that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn | |

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| <p>Media literacy and Digital resilience How the internet is used; assessing information online BoS Refs: L11, L12</p> | <ul style="list-style-type: none"> • how the internet can be used positively for leisure, for school and for work • to recognise that images and information online can be altered or adapted and the reasons for why this happens • strategies to recognise whether something they see online is true or accurate • to evaluate whether a game is suitable to play or a website is appropriate for their age-group • to make safe, reliable choices from search results • how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication | <p>Google and Parent zone Be Internet Legends</p> |
| <p>Money and Work Different jobs and skills; job stereotypes; setting personal goals BoS Refs: L25, L26, L27, L30</p> | <ul style="list-style-type: none"> • about the choices that people make in daily life that could affect their health • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped | <p>PSHE Association – Mental health and wellbeing lessons (KS2 - Y3/4) 1 decision Keeping/staying healthy £ 1 decision Feelings & emotions £</p> |
| <p>Physical health and Mental wellbeing Health choices and habits; what affects feelings; expressing feelings BoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19</p> | <ul style="list-style-type: none"> • about the choices that people make in daily life that could affect their health • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped • the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle • what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • that regular exercise such as walking or cycling has positive benefits for their mental and physical health • about the things that affect feelings both positively and negatively • strategies to identify and talk about their feelings • about some of the different ways people express feelings e.g. words, actions, body language • to recognise how feelings can change overtime and become more or less powerful | |
| <p>Growing and changing Personal strengths and achievements; managing and reframing setbacks BoS Refs: H27, H28, H29</p> | <ul style="list-style-type: none"> • that everyone is an individual and has unique and valuable contributions to make • to recognise how strengths and interests form part of a person's identity • how to identify their own personal strengths and interests and what they're proud of (in school, out of school) • to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues • basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again | <p>Premier League Primary Stars KS2 PSHE Self-esteem Premier League Primary Stars KS2 PSHE Inclusion</p> |
| <p>Keeping safe Risks and hazards; safety in the local environment and unfamiliar places BoS Refs: H38, H39, H41</p> | <ul style="list-style-type: none"> • how to identify typical hazards at home and in school • how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • about fire safety at home including the need for smoke alarms • the importance of following safety rules from parents and other adults • how to help keep themselves safe in the local environment or unfamiliar places, | <p>PSHE Association and GambleAware KS2 Lesson 1 Exploring risk 1 decision Keeping/staying safe £</p> |

Year4

| Topic | In this unit of work, students learn... | Quality Assured resources to support planning |
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| <p>Families and friendships Positive friendships, including online DoS Refs: R10, R11, R12, R13, R18</p> | <ul style="list-style-type: none"> • about the features of positive healthy friendships such as mutual respect, trust and sharing interests • strategies to build positive friendships • how to seek support with relationships if they feel lonely or excluded • how to communicate respectfully with friends when using digital devices • how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know • what to do or whom to tell if they are worried about any contact online | <p>Quality Assured resources to support planning</p> <p>NSPCC Share Aware Google and Parent zone Be Internet Legends</p> |
| <p>Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online DoS Refs: R20, R23, R27, R28</p> | <ul style="list-style-type: none"> • to differentiate between playful teasing, hurtful behaviour and bullying, including online • how to respond if they witness or experience hurtful behaviour or bullying, including online • recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • how to manage pressures associated with dares • when it is right to keep or break a confidence or share a secret • how to recognise risks online such as harmful content or contact • how people may behave differently online including pretending to be someone they are not • how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online | <p>Google and Parent zone Be Internet Legends 1 decision Computer safety £</p> |
| <p>Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively DoS Refs: R32, R33</p> | <ul style="list-style-type: none"> • to recognise differences between people such as gender, race, faith • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • about the importance of respecting the differences and similarities between people • a vocabulary to sensitively discuss difference and include everyone | <p>Premier League Primary Stars KS2 PSHE Diversity</p> |
| <p>Belonging to a community What makes a community; shared responsibilities DoS Refs: L4, L6, L7</p> | <ul style="list-style-type: none"> • the meaning and benefits of living in a community • to recognise that they belong to different communities as well as the school community • about the different groups that make up and contribute to a community • about the individuals and groups that help the local community, including through volunteering and work • how to show compassion towards others in need and the shared responsibilities of caring for them | <p>PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 2 Belonging to a community Compassionate class KS2 RSPCA Worcester University - Moving and moving home (KS2)</p> |

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| <p>Media literacy and Digital resilience How data is shared and used DQs Refs: L13, L14</p> | <ul style="list-style-type: none"> • that everything shared online has a digital footprint • that organisations can use personal information to encourage people to buy things • to recognise what online adverts look like • to compare content shared for factual purposes and for advertising • why people might choose to buy or not buy something online e.g. from seeing an advert • that search results are ordered based on the popularity of the website and that this can affect what information people access | |
| <p>Money and Work Making decisions about money; using and keeping money safe DQs Refs: L17, L19 L20, L21</p> | <ul style="list-style-type: none"> • how people make different spending decisions based on their budget, values and needs • how to keep track of money and why it is important to know how much is being spent • about different ways to pay for things such as cash, cards, e-payment and the reasons for using them • that how people spend money can have positive or negative effects on others e.g. charities, single use plastics | |
| <p>Physical health and Mental wellbeing Maintaining a balanced lifestyle; oral hygiene and dental care DQs Refs: H2, H5, H11</p> | <ul style="list-style-type: none"> • to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally • what good physical health means and how to recognise early signs of physical illness • that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary • how to maintain oral hygiene and dental health, including how to brush and floss correctly • the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health | <p>1 decision Keeping/staying healthy £</p> |
| <p>Growing and changing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty DQs Refs: H30, H31, H32, H34</p> | <ul style="list-style-type: none"> • how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty | <p>Medway Public Health Directorate - Primary RSE lessons (Y4/5), 'Puberty' Betty: It's perfectly natural 1 decision Growing and Changing £</p> |
| <p>Keeping safe Medicines and household products; drugs common to everyday life DQs Refs: H10, H38, H40, H46</p> | <ul style="list-style-type: none"> • the importance of taking medicines correctly and using household products safely • to recognise what is meant by a 'drug' • that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing • to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects • to identify some of the risks associated with drugs common to everyday life • that for some people using drugs can become a habit which is difficult to break • how to ask for help or advice | <p>Islington Healthy Schools Team – DrugWise £</p> |

| Topic | In this unit of work, students learn... | Quality Assured resources to support planning |
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| <p>Families and friendships Managing friendships and peer influence DoS Refs: R14, R15, R16, R17, R18, R26</p> | <ul style="list-style-type: none"> • what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to seek support in relation to friendships | <p>Premier League Primary Stars KS2 PSHE Inclusion</p> |
| <p>Safe relationships Physical contact and feeling safe DoS Refs: R9, R25, R26, R27, R29</p> | <ul style="list-style-type: none"> • to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact • how it feels in a person's mind and body when they are uncomfortable • that it is never someone's fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact • that no one should ask them to keep a secret that makes them feel uncomfortable • or try to persuade them to keep a secret they are worried about • whom to tell if they are concerned about unwanted physical contact | |
| <p>Respecting ourselves and others Responding respectfully to a wide range of people; recognising prejudice and discrimination DoS Refs: R20, R21, R31, R33</p> | <ul style="list-style-type: none"> • to recognise that everyone should be treated equally • why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment • the impact of discrimination on individuals, groups and wider society • ways to safely challenge discrimination • how to report discrimination online | <p>Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing Premier League Primary Stars KS2 PSHE Developing values</p> |
| <p>Belonging to a community Protecting the environment; compassion towards others DoS Refs: L4, L5, L19</p> | <ul style="list-style-type: none"> • about how resources are allocated and the effect this has on individuals, communities and the environment • the importance of protecting the environment and how everyday actions can either support or damage it • how to show compassion for the environment, animals and other living things • about the way that money is spent and how it affects the environment • to express their own opinions about their responsibility towards the environment | <p>Premier League Primary Stars KS2 PSHE Tackling plastic pollution with Sky Ocean rescue Team Margot – Giving help to others (resources on blood, stem cell and bone marrow donation) 1 decision – Being responsible £</p> |

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| <p>Media literacy and Digital resilience How information online is targeted; different media types, their role and impact PoS Refs: L12, L14</p> | <ul style="list-style-type: none"> to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased that some media and online content promote stereotypes how to assess which search results are more reliable than others to recognise unsafe or suspicious content online how devices store and share information | <p>Guardian foundation and National Literacy Trust NewsWise-KS2 Lesson 5 Spotting fake news, Lesson 6 Understanding news is targeted Google and Parent zone Be Internet Legends</p> |
| <p>Money and Work Identifying job interests and aspirations; what influences career choices; workplace stereotypes PoS Refs: L27, L28, L29, L31, L32</p> | <ul style="list-style-type: none"> to identify jobs that they might like to do in the future about the role ambition can play in achieving a future career how or why someone might choose a certain career about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values the importance of diversity and inclusion to promote people's career opportunities about stereotyping in the workplace, its impact and how to challenge it that there is a variety of routes into work e.g. college, apprenticeships, university, training | |
| <p>Physical health and Mental wellbeing Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies PoS Refs: H8, H9, H10, H12</p> | <ul style="list-style-type: none"> how sleep contributes to a healthy lifestyle healthy sleep strategies and how to maintain them about the benefits of being outdoors and in the sun for physical and mental health how to manage risk in relation to sun exposure, including skin damage and heat stroke how medicines can contribute to health and how allergies can be managed that some diseases can be prevented by vaccinations and immunisations that bacteria and viruses can affect health how they can prevent the spread of bacteria and viruses with everyday hygiene routines to recognise the shared responsibility of keeping a clean environment | <p>PSHE Association and Department of Children's Sleep Medicine at Evelina London Children's Hospital- The sleep factor</p> |
| <p>Growing and changing Personal identity; recognising individuality and different qualities; mental wellbeing PoS Refs: H16, H25, H26, H27</p> | <ul style="list-style-type: none"> about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes that for some people their gender identity does not correspond with their biological sex how to recognise, respect and express their individuality and personal qualities ways to boost their mood and improve emotional wellbeing about the link between participating in interests, hobbies and community groups and mental wellbeing | <p>Metro charity KS2 Gender PSHE Association Mental Health and wellbeing lessons (KS2 Y5-6) Premier League Primary Stars – Self-esteem/ Resilience</p> |
| <p>Keeping safe Keeping safe in different situations, including responding in emergencies, first aid and FGM PoS Refs: H38, H43, H44, H45</p> | <ul style="list-style-type: none"> to identify when situations are becoming risky, unsafe or an emergency to identify occasions where they can help take responsibility for their own safety to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour how to deal with common injuries using basic first aid techniques how to respond in an emergency, including when and how to contact different emergency services that female genital mutilation (FGM) is against British law¹ what to do and whom to tell if they think they or someone they know might be at risk of FGM | <p>British Red Cross Life. Live it KS2 lesson Help save lives, Emergency Action PSHE Association and GambleAware -Lesson 1 Exploring risk</p> |

| Topic | In this unit of work, students learn... | Quality Assured resources to support planning |
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| <p>Families and friendships Attraction to others; romantic relationships; civil partnership and marriage PqS Refs: R1, R2, R3, R4, R5, R7</p> | <ul style="list-style-type: none"> what it means to be attracted to someone and different kinds of loving relationships that people who love each other can be of any gender, ethnicity or faith the difference between gender identity and sexual orientation and everyone's right to be loved about the qualities of healthy relationships that help individuals flourish ways in which couples show their love and commitment to one another, including those who are not married or who live apart what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults that people have the right to choose whom they marry or whether to get married that to force anyone into marriage is illegal how and where to report forced marriage or ask for help if they are worried | <p>Medway Public Health Directorate Primary RSE-KS2 Y6 Lesson 3 Positive and healthy relationships</p> |
| <p>Safe relationships Recognising and managing pressure; consent in different situations PqS Refs: R26, R28, R29</p> | <ul style="list-style-type: none"> to compare the features of a healthy and unhealthy friendship about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong strategies to respond to pressure from friends including online how to assess the risk of different online 'challenges' and 'dares' how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable how to get advice and report concerns about personal safety, including online what consent means and how to seek and give/not give permission in different situations | <p>NSPCC Share Aware Thinkknow Play Like Share</p> |
| <p>Respecting ourselves and others Expressing opinions and respecting other points of view, including discussing topical issues PqS Refs: R30, R34</p> | <ul style="list-style-type: none"> about the link between values and behaviour and how to be a positive role model how to discuss issues respectfully how to listen to and respect other points of view how to constructively challenge points of view they disagree with ways to participate effectively in discussions online and manage conflict or disagreements | <p>Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing</p> |
| <p>Belonging to a community Valuing diversity; challenging discrimination and stereotypes PqS Refs: L8, L9, L10, R21</p> | <ul style="list-style-type: none"> what prejudice means to differentiate between prejudice and discrimination how to recognise acts of discrimination strategies to safely respond to and challenge discrimination how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups how stereotypes are perpetuated and how to challenge this | <p>Premier League Primary Stars KS2 PSHE Diversity PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 3 Stereotypes PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 4 Extremism Premier League Primary Stars KS2 PSHE Inclusion</p> |

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| <p>Media literacy and Digital resilience Evaluating media sources; sharing things online DqS Refs: H37, L11, L13, L15, L16</p> | <ul style="list-style-type: none"> • about the benefits of safe internet use e.g. learning, connecting and communicating • how and why images online might be manipulated, altered, or faked • how to recognise when images might have been altered • why people choose to communicate through social media and some of the risks and challenges of doing so • that social media sites have age restrictions and regulations for use • the reasons why some media and online content is not appropriate for children • how online content can be designed to manipulate people's emotions and encourage them to read or share things • about sharing things online, including rules and laws relating to this • how to recognise what is appropriate to share online • how to report inappropriate online content or contact | <p>NSPCC Share aware Childnet Trust me Y5/6 lesson 1 Online content Google and Parent zone Be Internet Legends BBFC KS2 lessons Let's watch a film! Making choices about what to watch</p> |
| <p>Money and Work Influences and attitudes to money; money and financial risks DqS Refs: L18, L22, L23, L24</p> | <ul style="list-style-type: none"> • about the role that money plays in people's lives, attitudes towards it and what influences decisions about money • about value for money and how to judge if something is value for money • how companies encourage customers to buy things and why it is important to be a critical consumer • how having or not having money can impact on a person's emotions, health and wellbeing • about common risks associated with money, including debt, fraud and gambling • how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk • how to get help if they are concerned about gambling or other financial risks | <p>PSHE Association and GoogleAware - Lesson 2 Chancing it! Exploring risk in relation to gambling</p> |
| <p>Physical health and Mental wellbeing What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online DqS Refs: H13, H14, H15, H20, H21, H22, H23, H24</p> | <ul style="list-style-type: none"> • that mental health is just as important as physical health and that both need looking after • to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • positive strategies for managing feelings • that there are situations when someone may experience mixed or conflicting feelings • how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available • identify where they and others can ask for help and support with mental wellbeing in and outside school • the importance of asking for support from a trusted adult • about the changes that may occur in life including death, and how these can cause conflicting feelings • that changes can mean people experience feelings of loss or grief • about the process of grieving and how grief can be expressed • about strategies that can help someone cope with the feelings associated with change or loss • to identify how to ask for help and support with loss, grief or other aspects of | <p>PSHE Association Mental Health and wellbeing lessons (KS2 Y5-6) NSPCC Making sense of relationships Public Health England Rise Above KS2 Social media Guardian foundation and National Literacy Trust NewsWise-KS2 Lesson 3 Managing feelings about</p> |

| | | |
|--|--|---|
| | <p>change</p> <ul style="list-style-type: none"> • how balancing time online with other activities helps to maintain their health and wellbeing • strategies to manage time spent online and foster positive habits e.g. switching phone off at night • what to do and whom to tell if they are frightened or worried about something they have seen online | |
| <p>Growing and changing Human reproduction and birth; increasing independence; managing transitions</p> <p>DoS Refs: H24, H33, H35, H36</p> | <ul style="list-style-type: none"> • practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school • identify the links between love, committed relationships and conception • what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • that pregnancy can be prevented with contraception? • about the responsibilities of being a parent or carer and how having a baby changes someone's life | <p>NSPCC Making sense of relationships - Secondary school and Changing friendship Public Health England Rise Above KS2-Transition to secondary</p> |
| <p>Keeping safe Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p> <p>DoS Refs: H37, H42, H46, H47, H48, H49, H50</p> | <ul style="list-style-type: none"> • how to protect personal information online • to identify potential risks of personal information being misused • strategies for dealing with requests for personal information or images of themselves • to identify types of images that are appropriate to share with others and those which might not be appropriate • that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be • what to do if they take, share or come across an image which may upset, hurt or embarrass them or others • how to report the misuse of personal information or sharing of upsetting content/ images online • about the different age rating systems for social media, T.V, films, games and online gaming • why age restrictions are important and how they help people make safe decisions about what to watch, use or play • about the risks and effects of different drugs • about the laws relating to drugs common to everyday life and illegal drugs • to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs • about the organisations where people can get help and support concerning drug use • how to ask for help if they have concerns about drug use • about mixed messages in the media relating to drug use and how they might influence opinions and decisions | <p>NSPCC Share aware 1 decision – Computer safety £ BBFC KS2 lessons Let's watch a film! Making choices about what to watch Childnet Trust me-Y5/6 Lesson 2 Online contact Google and Parent zone Be Internet Legends Islington Healthy Schools Team – DrugWise £</p> |

From September 2021 onwards, we have a major change to the way that PSHE is now taught across our schools. The teaching of PSHE is now largely delivered by one teacher who teaches nearly every class across the Federation. This allows us to ensure that both schools are being delivered the same sessions, adapted for the needs of their own class. This also allows for good progression as the teacher gets to teach each year group and ensure that the lessons are designed specifically for that year group, to build on what has been taught in previous years.

We have also changed from the SEAL approach used previously to a new progression map that we feel covers a broader range of areas and reflects our ever-changing world. Here is how our overview will look over the three terms of a school year. The new progression map follows on the next slide.

Autumn term – Relationships

Spring Term – Living in the wider world

Summer Term – Health and wellbeing (includes SRE)



EVIDENCE 2021 ONWARDS
FROM THE FEDERATION OF
SHALFLEET AND YARMOUTH
CE PRIMARY SCHOOLS



ADAPTATION FOR YARMOUTH – AUTUMN ONE

At Yarmouth, due to the new children joining our site, we took the first half term as an opportunity to do team building and 'getting to know you' activities.

As all of the classes had quite a few new members, we felt that it would be valuable to take these opportunities to spend on allowing the class to bond and the children to form positive relationships and to encourage this.



EYFS Autumn Term

EYFS Curriculum Areas: Building Relationships, Managing Self and Building Relationships.

The Story of The Colour Monster:

Developing our understanding of different emotions we feel – naming them. Unpicking what makes us feel happy / sad. Things we can do when we are feeling sad. We had many circle times about how our behaviour impacts those around us and unpicked what we can do to help people have a happy play time and things that may cause someone to have a sad playtime.



Expressing ourselves in a kind way – kind words / unkind words.

Observations in class showed that children needed further support to develop positive ways to speak to each other in order to build positive relationships with peers. As a follow up to the story Pumpkin Soup (which we explored in line with our interest in pumpkins and harvest), we thought about cross words the characters said and better ways to say them.

Personal Space

We used the visual prompt of hoops to help children to understand the concept of personal space. We went to the hall and role played different scenarios with and without hoops, thinking about how the situations made us feel. We explored how it felt when we were too close to someone or someone was in our hoop. We looked at positive ways to help us get our space, modelling language, "Please can you give me some space?" "Please can you move out of my hoop?"

Stuck and Flexible Thinking

We introduced the children to the concept of stuck and flexible thinking, encouraging children to consider new ideas e.g. trying new friendships, foods. Doing things that we may not have been open to e.g. playing someone else's game if they don't want to play ours.

Mojo Dojo

We explored the Big Idea of Empathy, linked to developing our understanding of how our behaviour can impact those around us and putting ourselves in others' shoes.

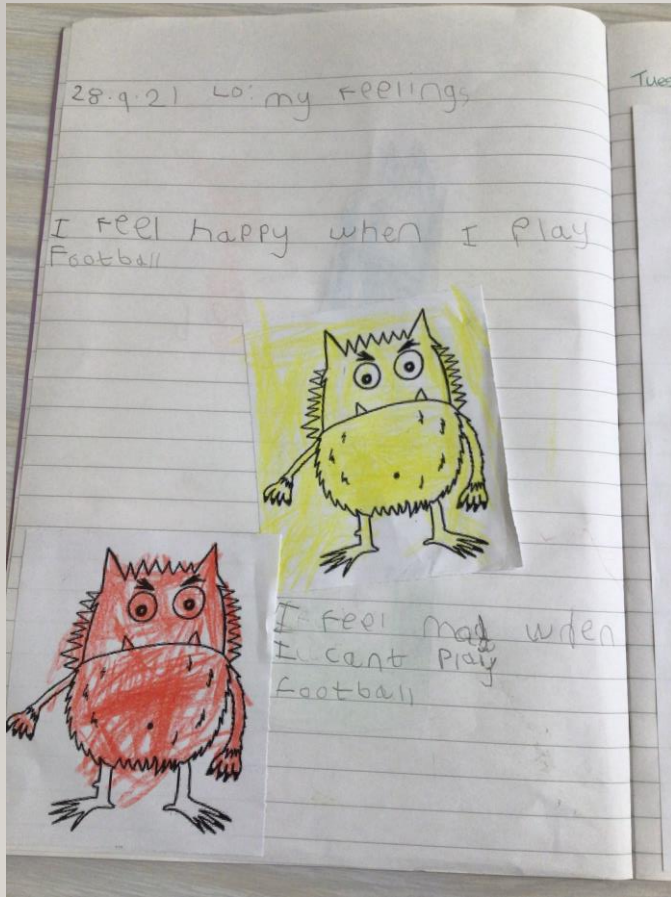


EYFS AUTUMN TERM

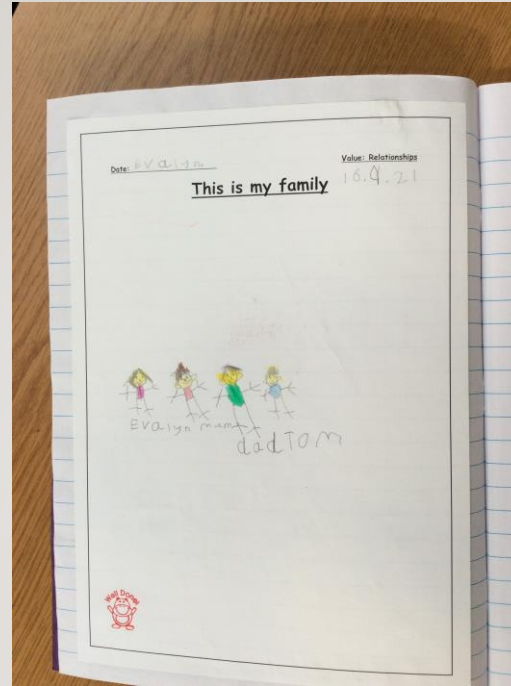
A collage of children's handprints on a blue background. Each handprint is drawn with black outlines and filled with various colors like purple, brown, orange, and green. Many handprints have large, bold letters drawn on them, such as 'S', 'T', 'O', 'P', 'P', 'D', 'U', 'T', 'L', 'Y', 'B', 'E', 'K', 'Z', 'D', 'C', and 'A'. Some handprints are decorated with small beads or dots. The overall theme is educational and creative, representing a class display.

- In the Early Years during Autumn two, the children have been continuing to work on managing and building relationships and on expressing themselves.
- They have read a wide range of different texts to help them to have a clearer understanding and examples that they can relate too.
- This shows a class display at Shalfleet that the children came up with the idea of after some class discussions.

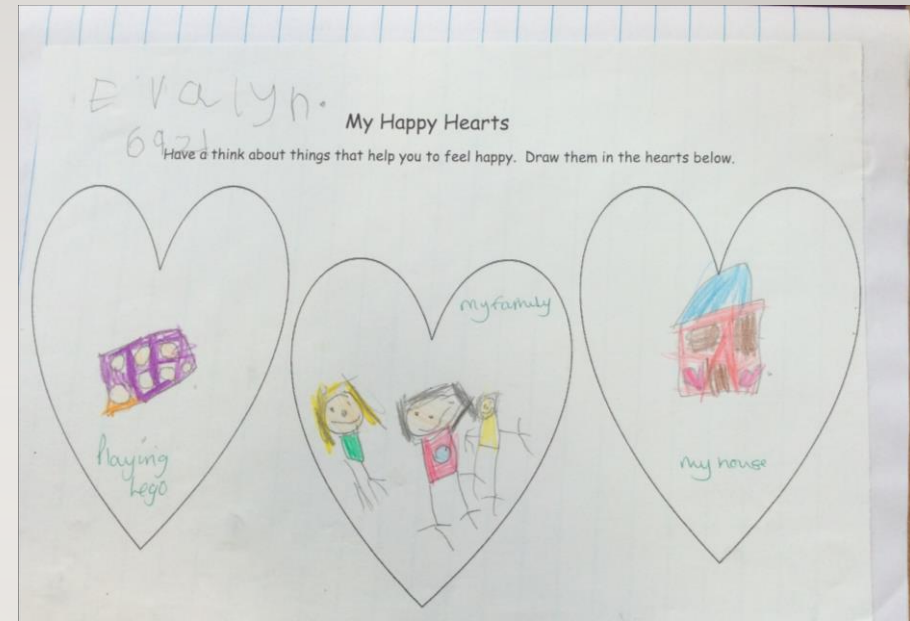
Year One Autumn Term



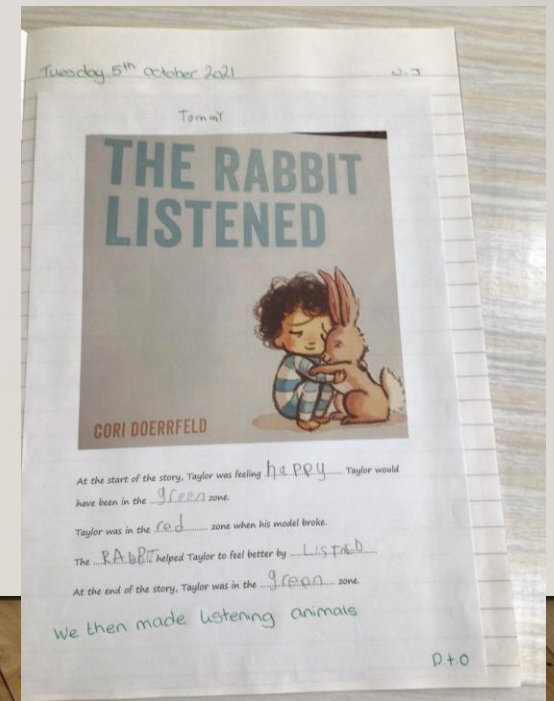
Year One have been using the story of The Colour Monster to think about their feelings and examples of what makes them feel that way.



The children have been thinking about different relationships, and special people in their lives, including their family.

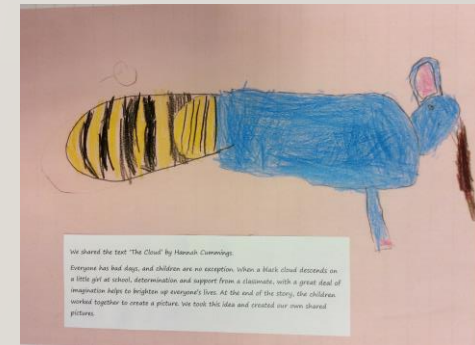
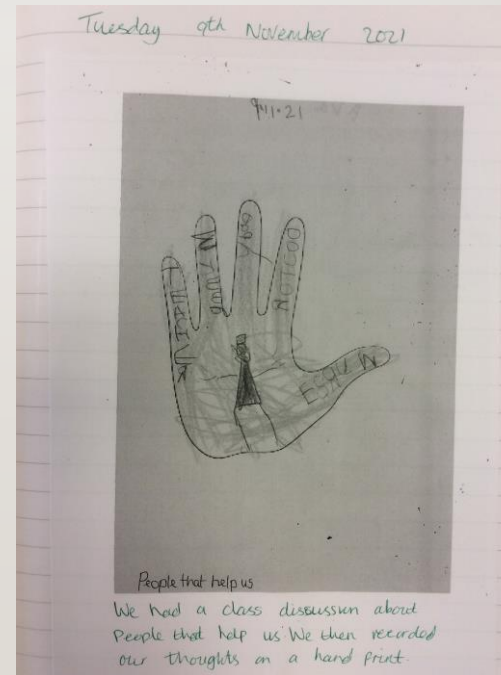


They have also been learning the Zones of Regulation and how they can use these both in school and at home. They thought about the zones that characters felt within this story.

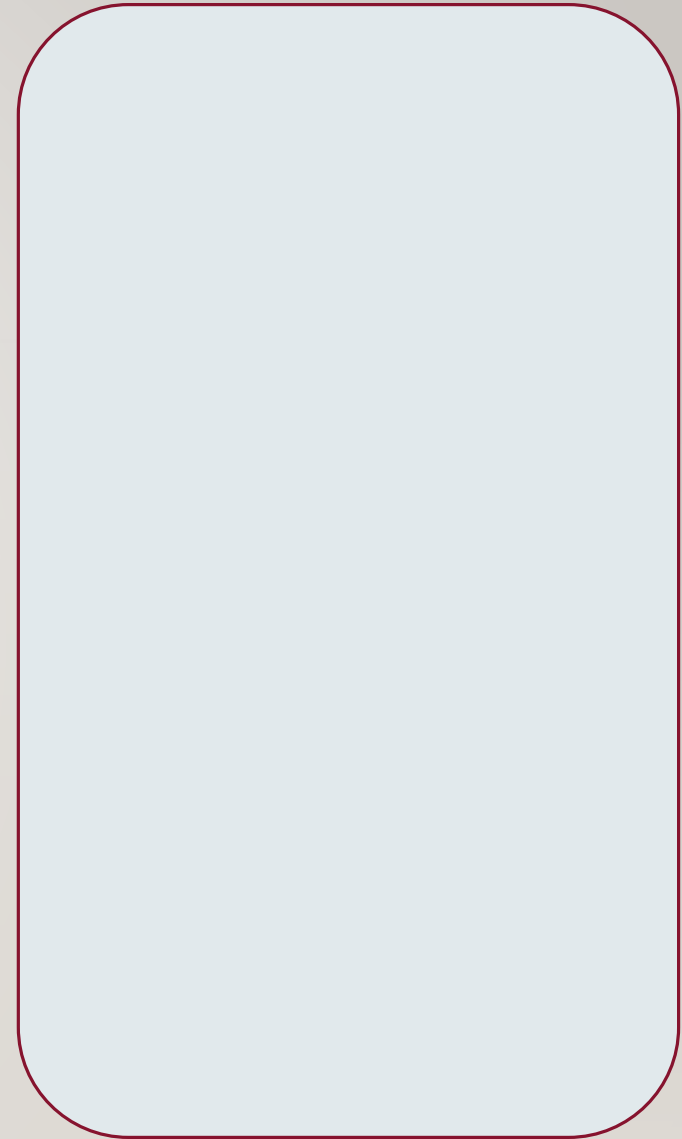
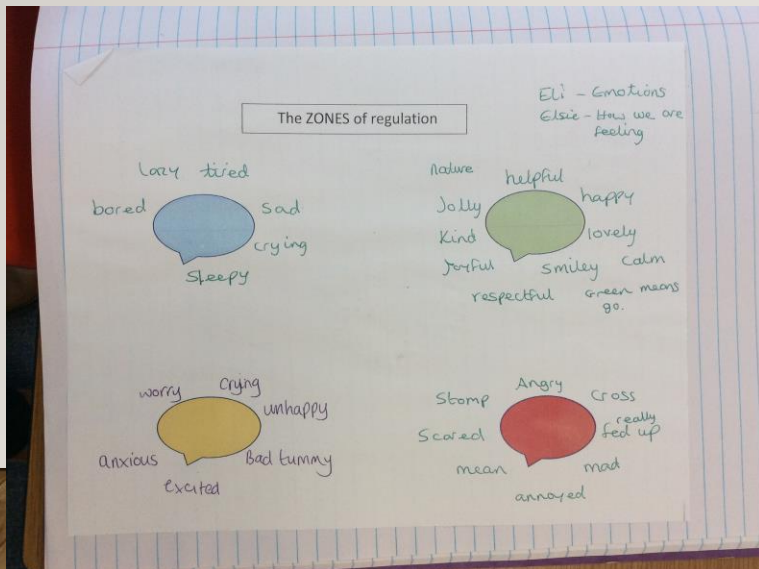
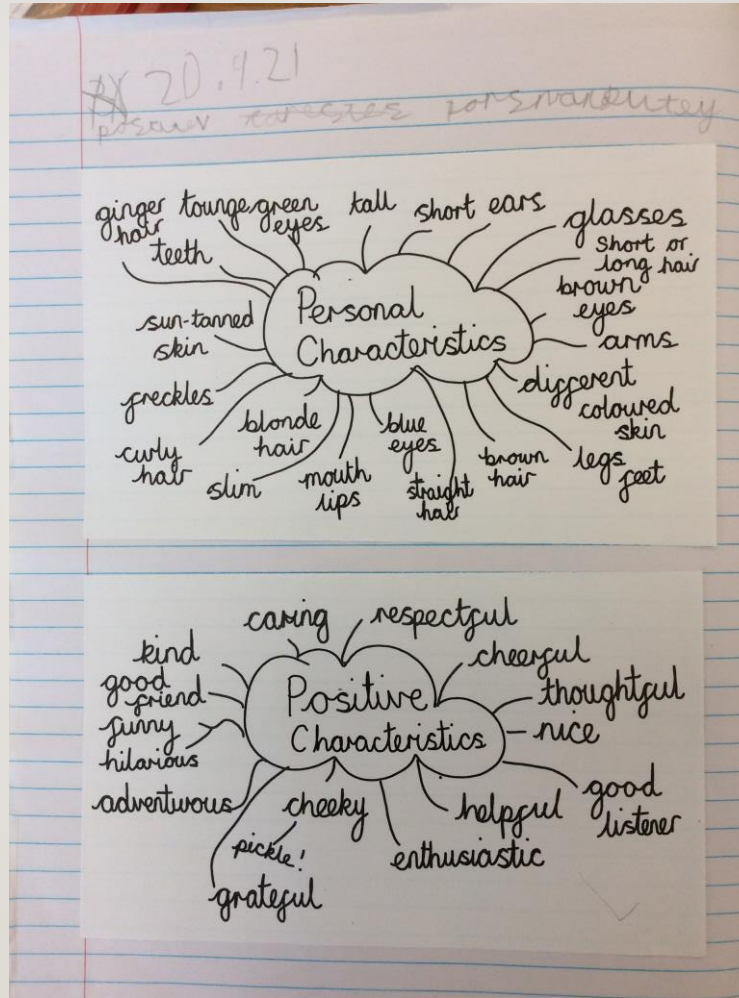
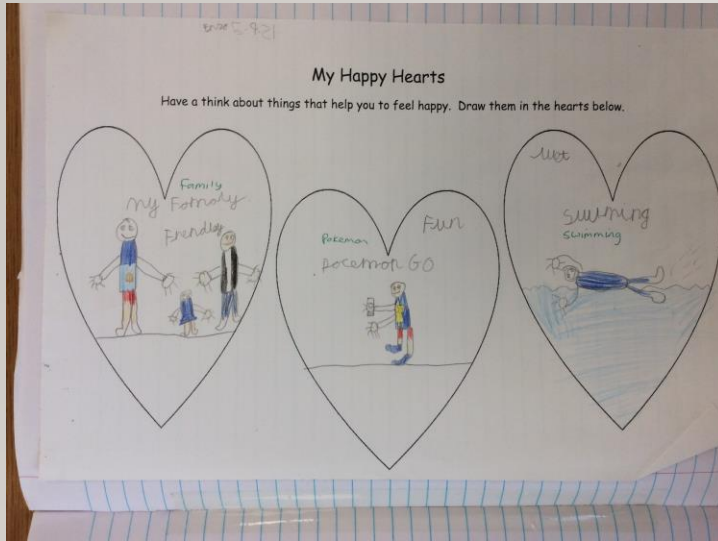


YEAR ONE AUTUMN TERM

- Year One have also spent some time focusing on people who help us in staying safe. They have also thought about being kind and respectful to others and what this practically looks like. They have also enjoyed using stories to compliment these topics.

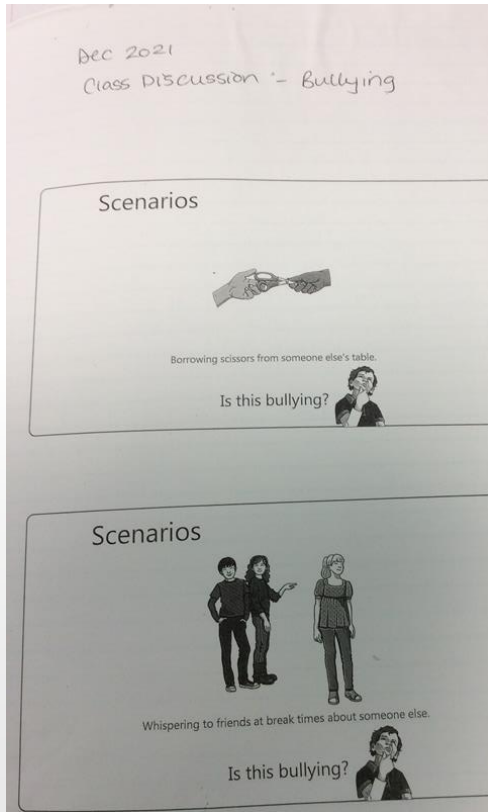


Year Two Autumn Term



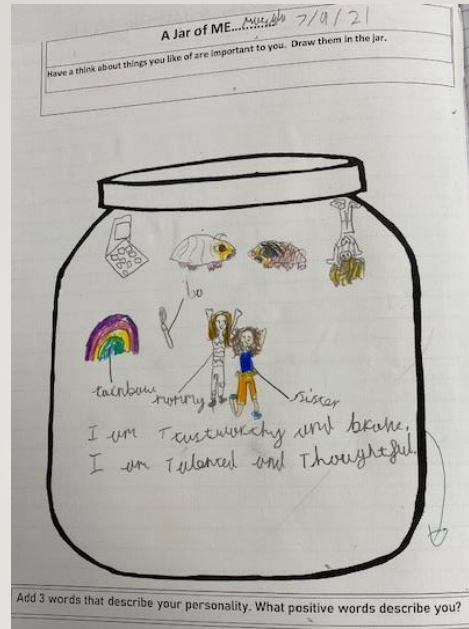
YEAR TWO AUTUMN TERM

- During Autumn two in year two a large focus has been placed upon recognising hurtful behaviour and working together and as a team. The children thoroughly enjoyed working on different challenges to help them work together and considered playing and working co-operatively.



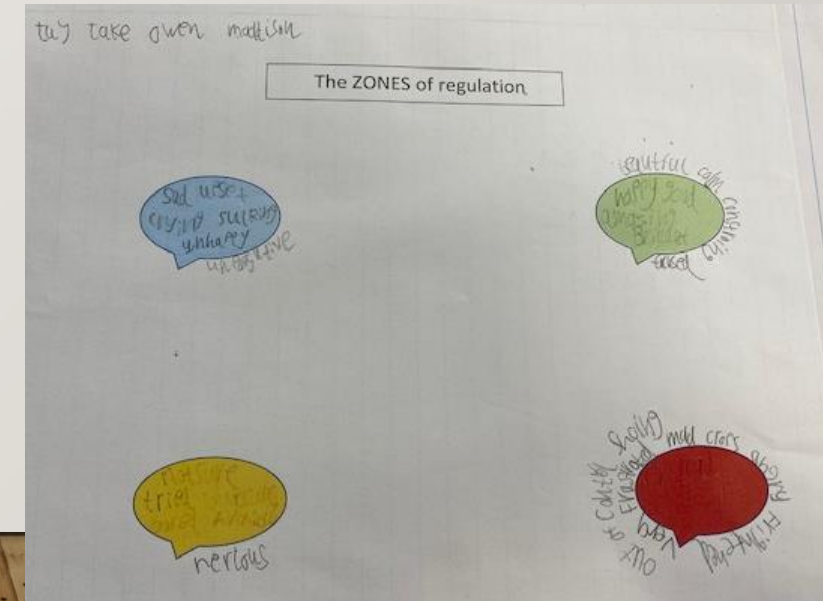
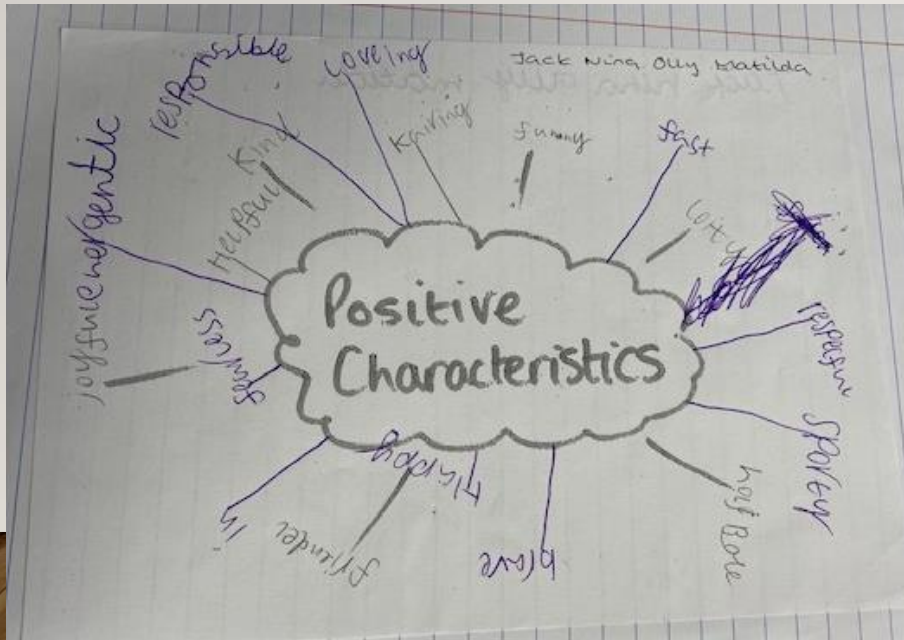
Year Three Autumn Term

During Autumn one, we have been working on building the children's relationships with their peers. A part of this has been to focus on their own characteristics and what makes them special and a good friend. We worked on understanding what a characteristic is and how we can make these more specific. Year Three worked in teams to think of different characteristics and how they show these.



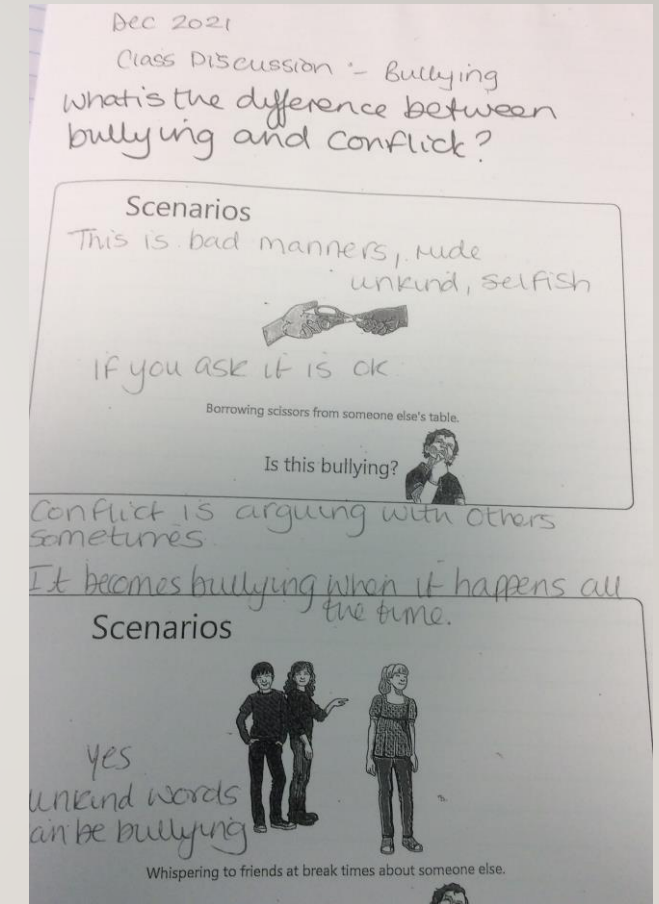
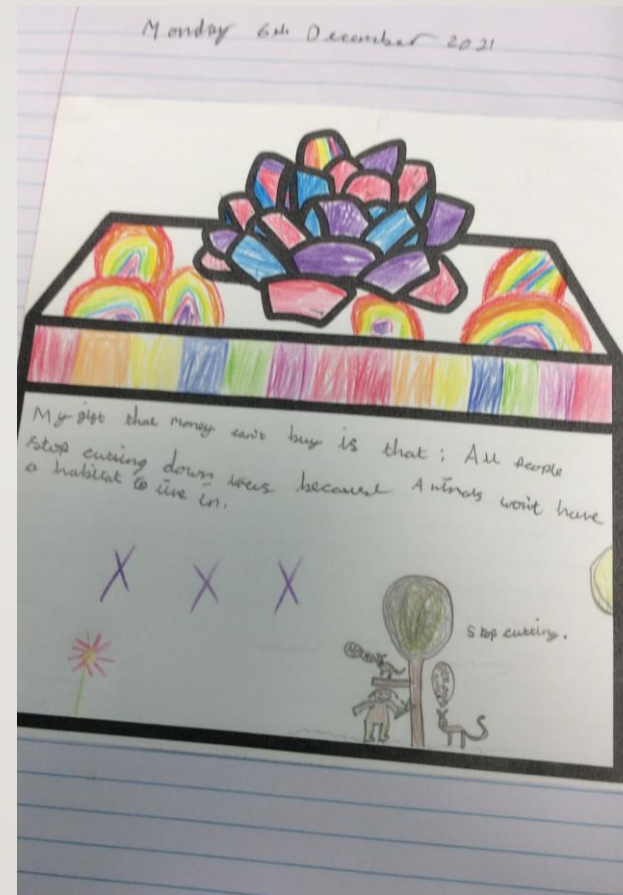
In Year Three, the children have also been using the zones of regulation alongside The Colour Monster to think about their feelings and how to regulate these. They thought about what it was that caused them to feel these different emotions.

They have also been taking part in team building and working on building relationships as a new class.



YEAR THREE AUTUMN TERM

- In year 3 during Autumn two, the children have covered bullying and conflict through discussing personal boundaries and the difference between respectful and hurtful behaviour.
- They thought about how to show respect and considered this as a 'gift' and were engaged in thinking about gifts that money can't buy.



Name: Millie

LO: To write a diary entry as Rosa Pa

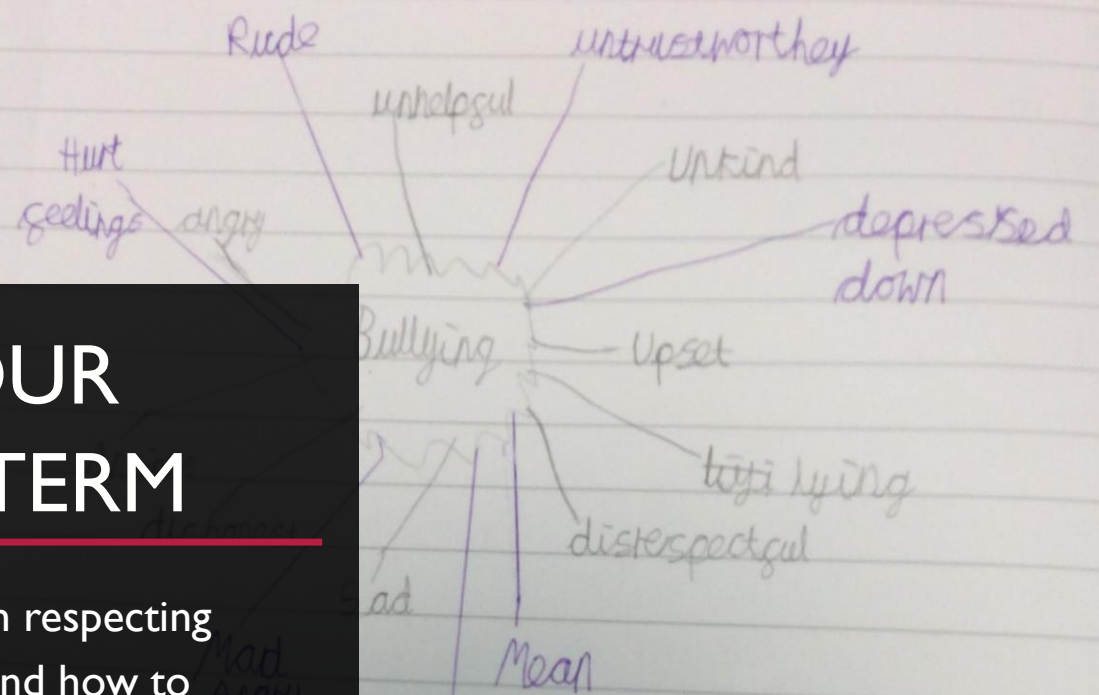
Dear Diary,

I just got on a bus
More and more people
really tired. A white
to move but I refuse
I got arrested for stand
angry; I didn't know
happend

ROSA

YEAR FOUR AUTUMN TERM

- Year four have focused on respecting differences and similarities and how to discuss differences sensitively. One area that they focused on was racism, through the life of Rosa Parks. They wrote from her point of view about the events that made her so famous and considered her feelings during this important and pivotal time.



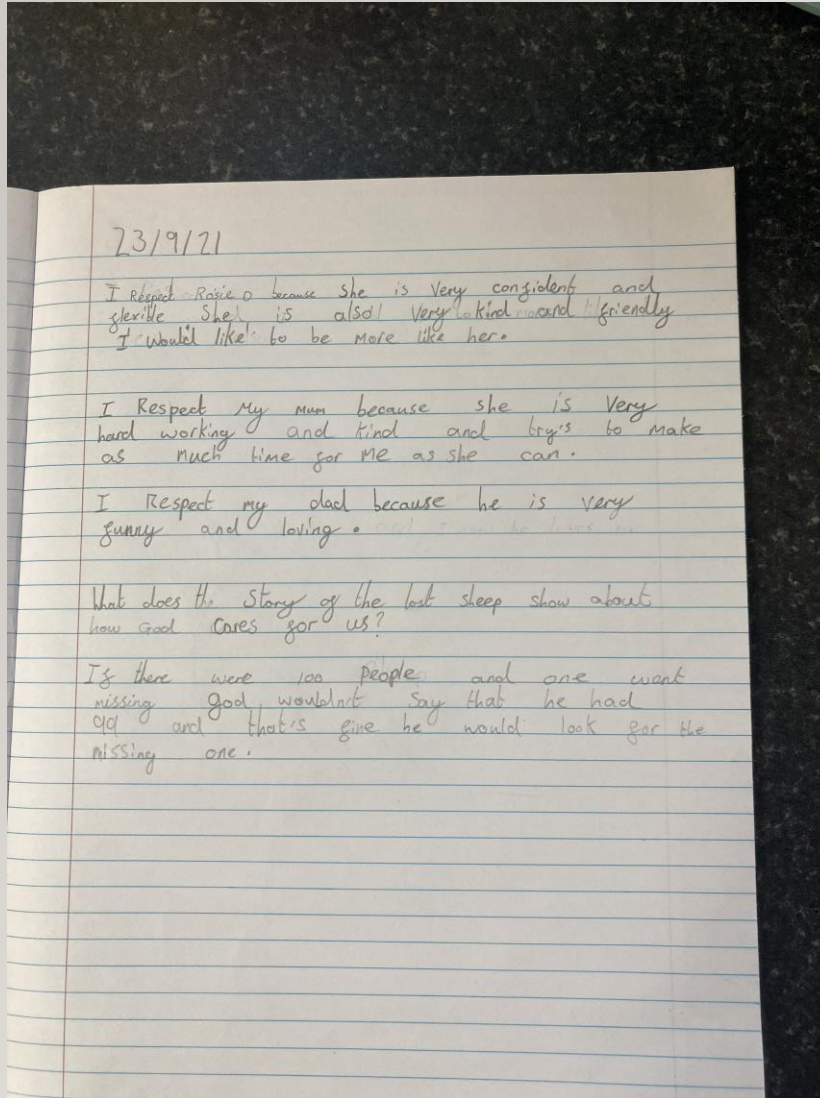
you hurt someones feelings
constant and deliberate
Physical, online, verbal emotional

Year Four Autumn Term

Following on from our Inspire Day talk, the children in year 4 spent the day looking at charities and what different causes they support. They looked at the charity Water Aid in particular and thought about how a charity begins, what they do and how they run and the impact that they have. These photos show the children finding out what it is like to carry a bucket of water over a long distance.

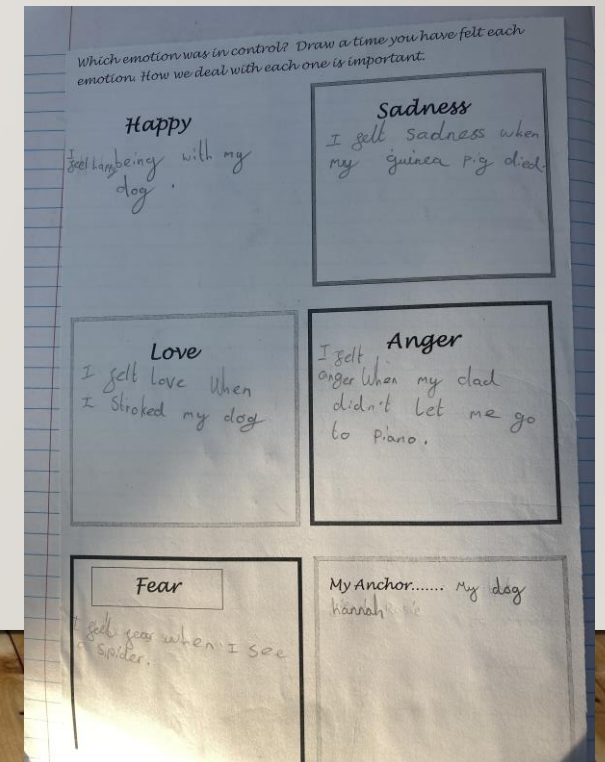
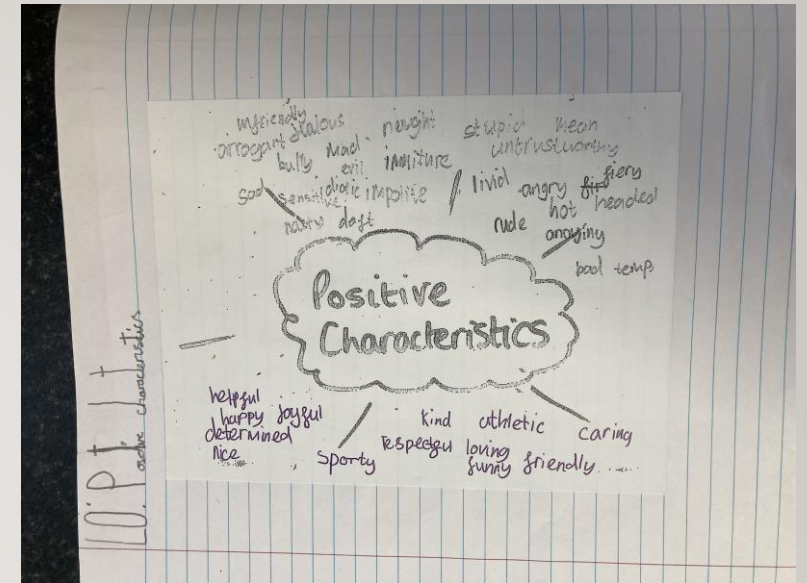


Year Five Autumn Term



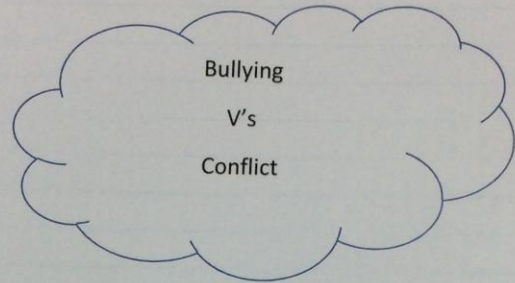
The children in year 5 have been busy thinking about positive relationships and respecting others. They have thought of reasons why they respect others and what aspects of their character they would like to be more like. They have also been looking at positive characteristics and widening their vocabulary on ways that they can describe themselves and others.

In addition, as part of Inspire Day, they looked at finding a need in society, creating their own charity and planning an event! They have enjoyed learning about our class charity for this year.



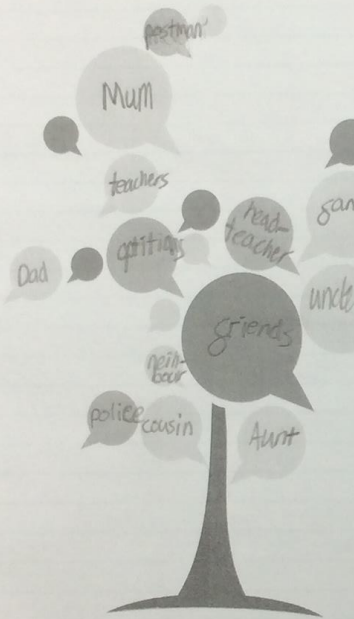
Friday 26th November 2021

LO: To discuss the difference between bullying and conflict



| Bullying | Conflict |
|------------------------------------|-----------------------------|
| Imbalance of power | Effort to solve the problem |
| No effort to solve the problem | Accidental |
| No remorse | Happens occasionally |
| Deliberate | equal power |
| Repeat Repeated, hurtful behaviour | Remorseful |

027
to help us.



at you can do
uld be expected, Asgharhistan.
ty - to look after things, thing

YEAR FIVE AUTUMN TERM

- Year 5 have also thought about bullying and conflict and the difference between these, as this was something that had been raised.
- They have begun to have some class discussions on prejudice and discrimination and have shown passion about injustice within these areas.

Wednesday 13th October 2021

To be able to recognise what is important to and why?

ME or Friends
Why? Friends because friends are forever fame does not last forever.

beauty or intelligence
Why? intelligence because you can be successful and that is more important

Strength or speed
Why? strength because you could be mentally strong and physical - Physical

- Yarmouth

Wednesday 22nd September 2021

To recognise what is important to me.

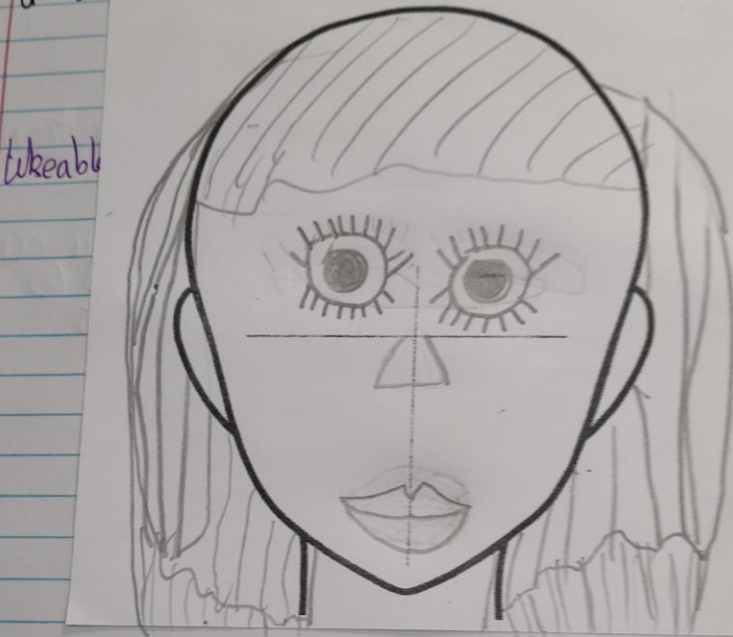
My Suitcase
Have a think about things you like and are important to you. Draw them in the suitcase



Wednesday 6th October 2021

To be able to recognise my personality and character traits.

imaginative Trustworthy intelligent



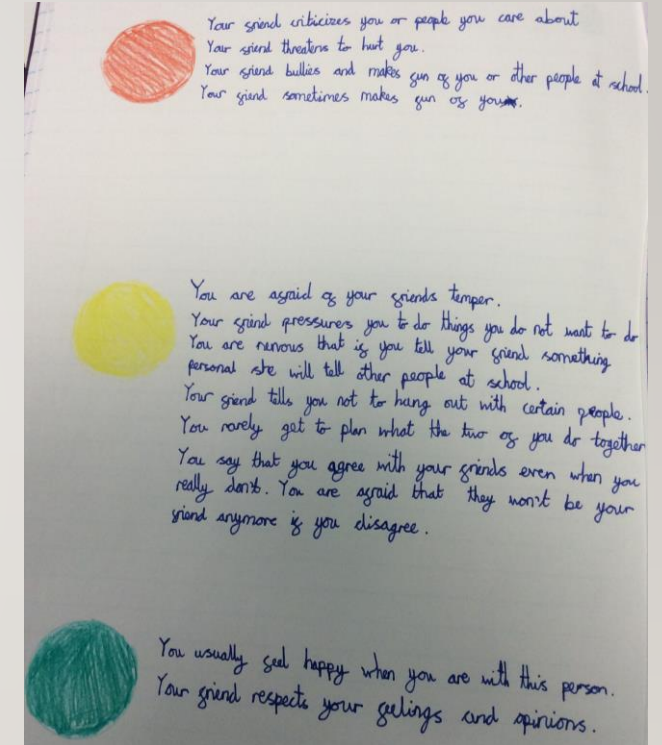
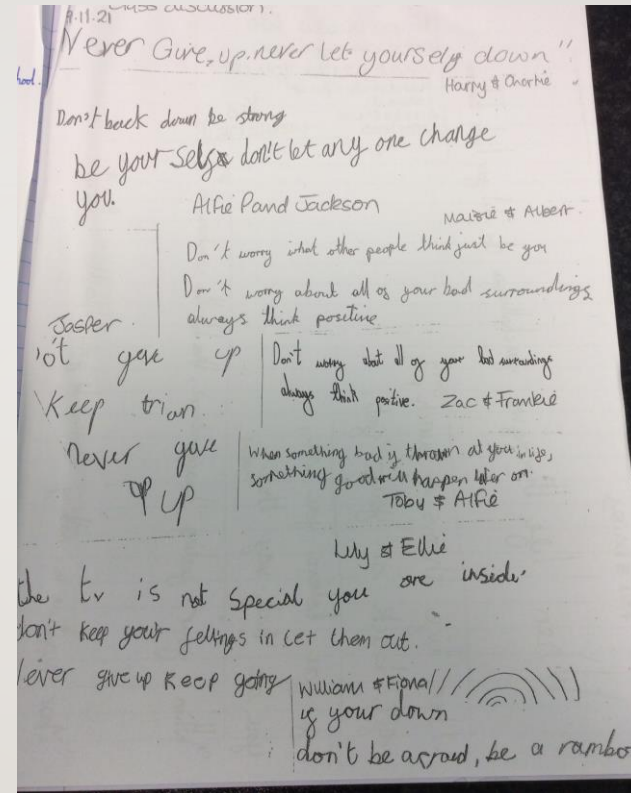
YEAR SIX AUTUMN TERM

During year six PSHE lessons, the children have been reflecting on their personality and what makes them unique. They have then gone on to consider and discuss what is important to them and why this matters. They have compared different concepts and which matters the most to them. They discussed differing opinions and weighed up both options.

Willow

YEAR SIX AUTUMN TERM

- During Autumn two, the focus for year six has been to be able to express their own opinions and show respect to others. They have applied this to a number of difference scenarios and thought about how to respond to different situations.



DURING THE SPRING TERM, WE MOVED ONTO THE UNIT
‘LIVING IN THE WIDER WORLD’. THIS INCLUDED
BELONGING AND WORK, DIVERSITY AND RESPECT AND
MONEY AND WORK.

EYFS SPRING

Community Links

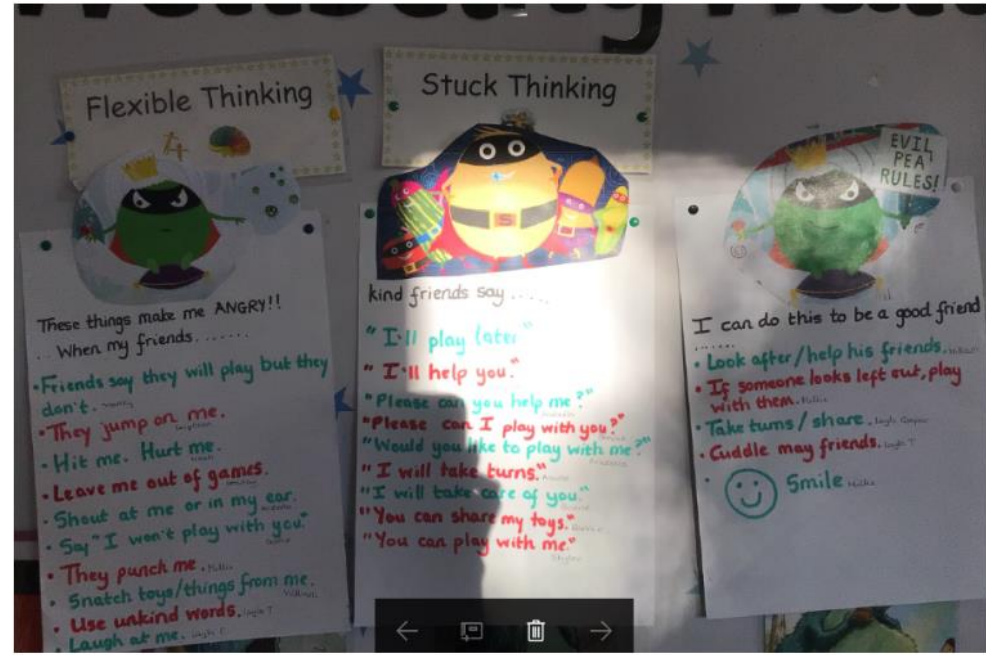
In Spring Term Beach Class made links with The Goldings Care Home and sent paintings and post cards to residents. We posted our goodies off to them and were delighted to receive postcards and some biscuits back. The residents at the care home at used one of their cookery afternoons to make biscuits for the children in class. We intend to keep the link going throughout the school year and hope to continue it with new cohorts too.



PSHE evidence

Spring 1

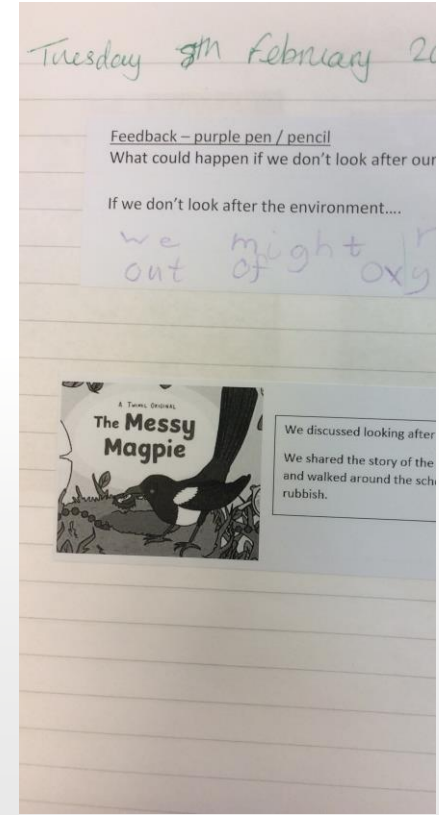
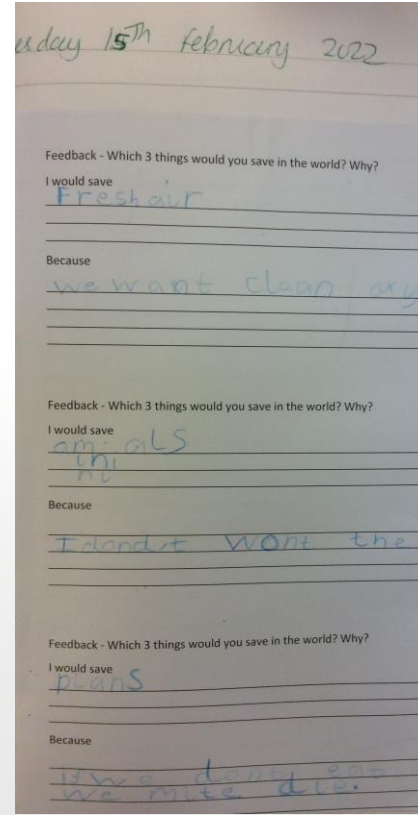
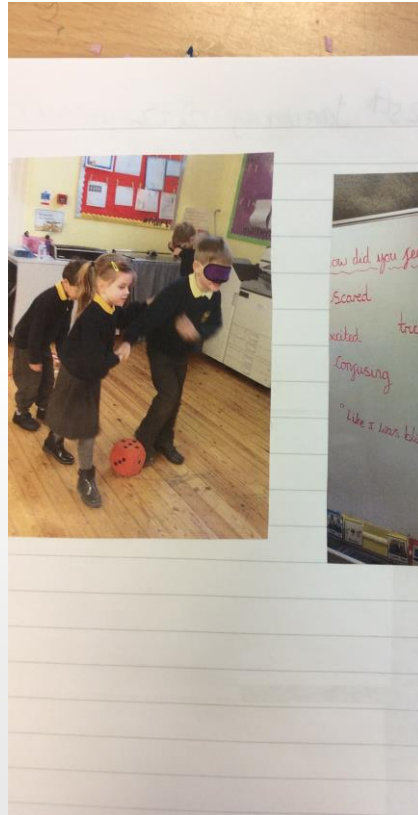
We used the story of Supertato to help us to think of ways to help Evil Pea to become a kind friend.



YEAR ONE SPRING

In year one, the children have been looking at caring for others needs and looking after the environment. They used an engaging text to raise questions about looking after our world and what will happen if we don't.

Whilst looking at the 'jobs in the community' unit, they had a very exciting visit from a police officer who told them all about their job and even showed them their police car complete with siren!





YEAR TWO SPRING

In year two, the children have learnt about belonging to a community, and similarities and differences between people. They have considered how we are all different and how amazing this is. As part of this, they have been learning some sign language and thoroughly enjoyed trying something new as you can see.

Universal Rights

The fact that human rights are universal is something to be celebrated. Human rights are there to F safe, happy and healthy lives. They are ours just for being human! No one should e Design a banner to celebrate this. Include words and images that inform and inspire! You can

WE NEED TO
HEALTHY

I think responsibilities are

things that we have to take care of like
pets, brothers, sisters, grand people and lots more

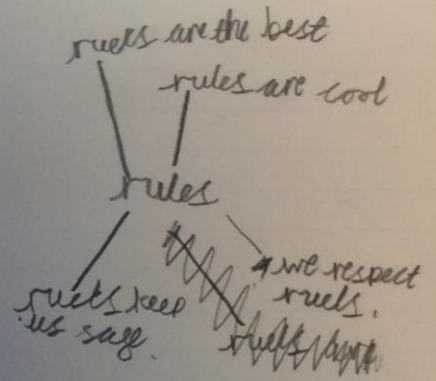
YEAR THREE SPRING

- In year three, both classes have been looking at rights and responsibilities and how these apply to their life. They have also looked at different jobs and what skills are needed to achieve these and have thought about their own personal targets and goals.

Feedback - Response Purple Pen

Why do you think rules and laws important?

because they keep us safe so we don't get hurt or hurt
things just as we don't go to



A good rule is / law is
A good rule is no body
throw no body throw
rubbish in the sea because
if animal get trapped in
plastic, they breathe can't
with animal in sea like turtles.

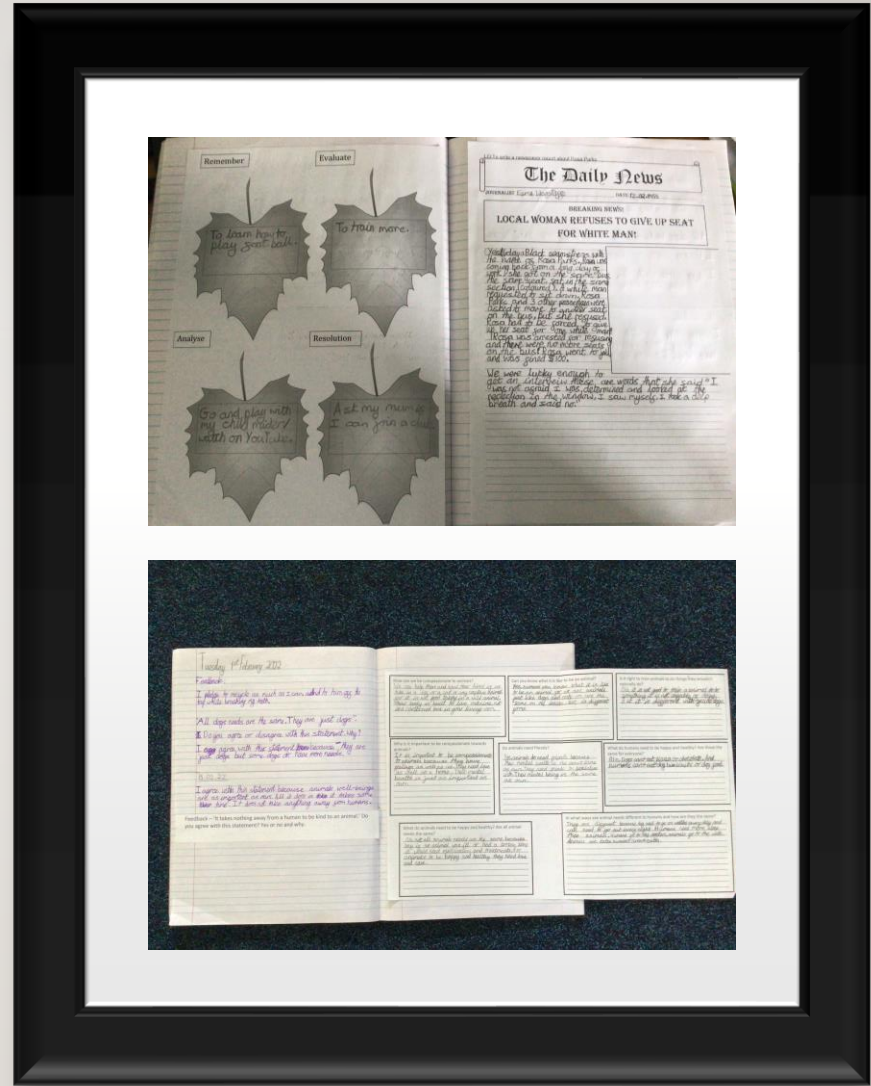


YEAR FOUR SPRING

As part of their topic of 'making decisions about money', year 4 have planned and organised a book sale to raise money for the people for Ukraine. They made posters to advertise the event and sorted and sold the books on the day.

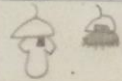
YEAR FIVE SPRING

- Year five have also looked at looking after the environment, with a particular focus on animals – something they are passionate about. They thought about compassion towards people and animals and what this looks like. They engaged in some discussions with some challenging questions to really get them thinking!



Friday 21st January 2022

LO: To describe what gender stereotyping is



Ball
Dance

Anyone

- Baking cakes
- Wearing pink
- Playing with teddies
- Looking after small children
- Gentle
- Reading books
- Brave
- Hates football
- Energetic
- Managing a big company

- Climbing
- Strong
- Wearing sport
- Scientist
- Sports
- Playing computer games
- Funny
- Wearing trainers
- Teacher
- Making up stories

Thursday 3rd March 2022

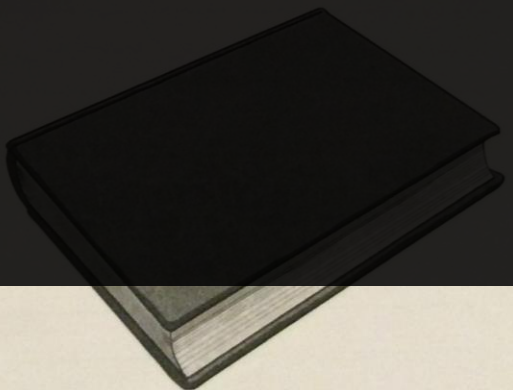
Lo: To understand how retailers try to influence our spending

To be a critical consumer, you should buy the whole collection because for 1 one book it is £24.99, but you can get some books for less than double one book. Really the collection should be £24.99 but that is a great deal.

at the full series of books from this leading children's author (including the latest publication!) for just £8 for a set of 5 books.

YEAR SIX SPRING

- Meanwhile in year six, the children have been looking at valuing diversity, with a particular focus on gender stereotypes. This led to some important discussions and ideas. They have also discussed attitudes to money and looked into choices and how to handle money.



Are stereotypes harmful to people?

They can definitely be very harmful to everyone because lots of people don't like the fact when a girl says they are a footballer or when a boy says they are a ballet dancer. It is wrong to think that because everyone has their own right to do as they wish. It does not have the aspect of people not wanting to do what they want to do. They think that more people will be abusive if anyone else found out what they were doing.

Can you think of a way to remove gender stereotypes?

It could be done by encouraging people to do what they want to do and help them achieve amazing things so that people will realize that boy ballet dancers, girl footballers, boy scientists can be really inspiring people and the world in any way. There could be protests, posters and more videos online to help with this situation.

Friday 4th February 2022

LO: To know ways of keeping me safe online

1. A digital footprint is like your history online so people can see what you have been doing online.
2. You can not post pictures of yourself in school uniform. You can adjust your settings, have a strong password and do not text people personal information about yourself.

DURING THE SUMMER TERM, WE MOVED ONTO THE UNIT '**HEALTH AND WELLBEING**'. THIS INCLUDED THE UNITS OF PHYSICAL AND MENTAL WELLBEING, GROWING AND CHANGING AS WELL AS KEEPING SAFE.

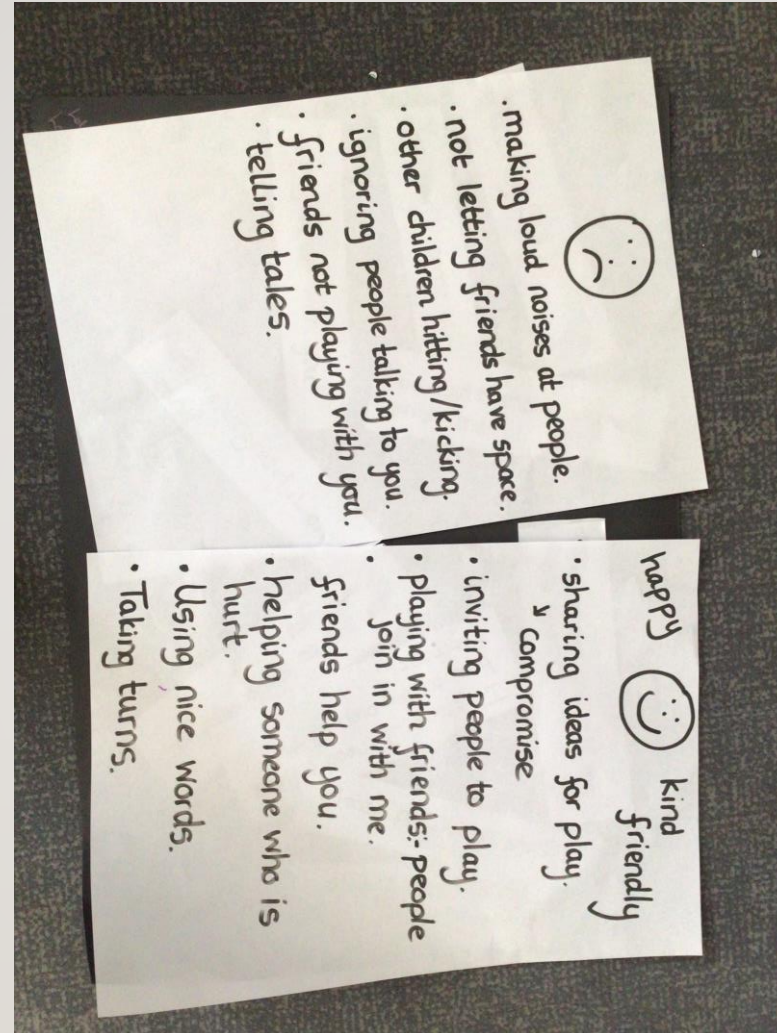
EYFS SUMMER TERM

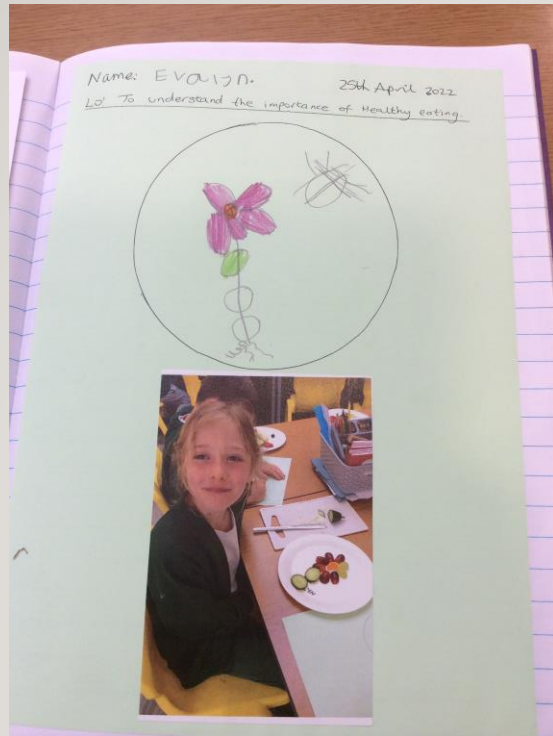
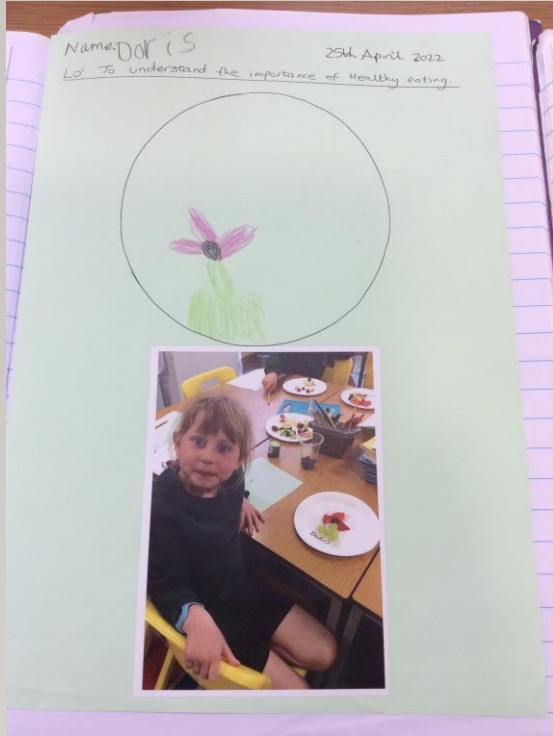
PSHE is threaded in throughout so many areas within EYFS lessons. The children have daily discussion and regular circle times and visitors are welcome in. This slide shows a parent visiting to talk about her hobby of beekeeping!



EYFS SUMMER TERM

The children are introduced to our school values and think about what it means to be a good friend. They came up with their own ideas and created their own bank of respect.



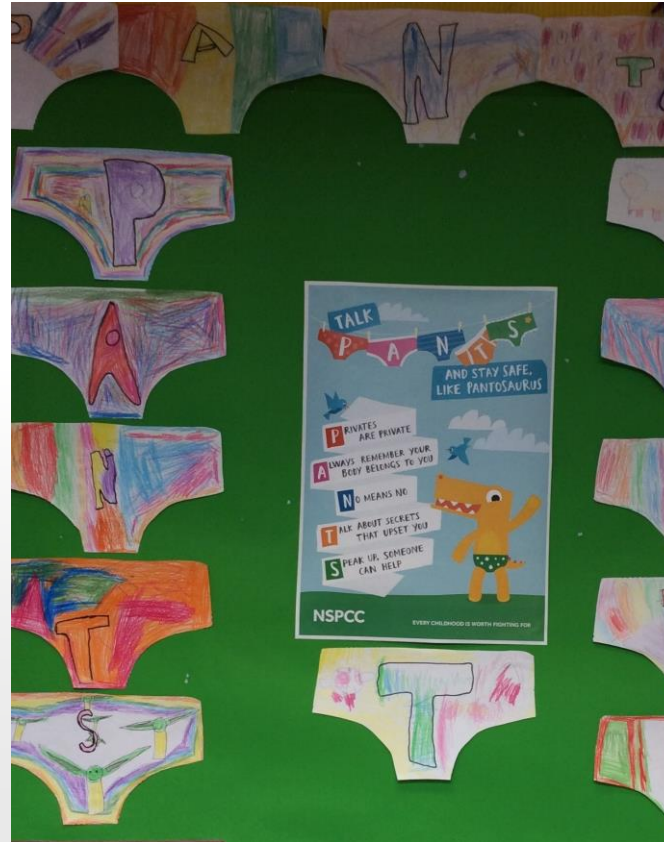


In year one, the children have learnt about healthy eating and why it is important for their bodies and health. They sorted foods and started to think about why they were healthy or unhealthy. They also made some different shapes from fresh fruit and vegetables to encourage them to try some new healthy foods.

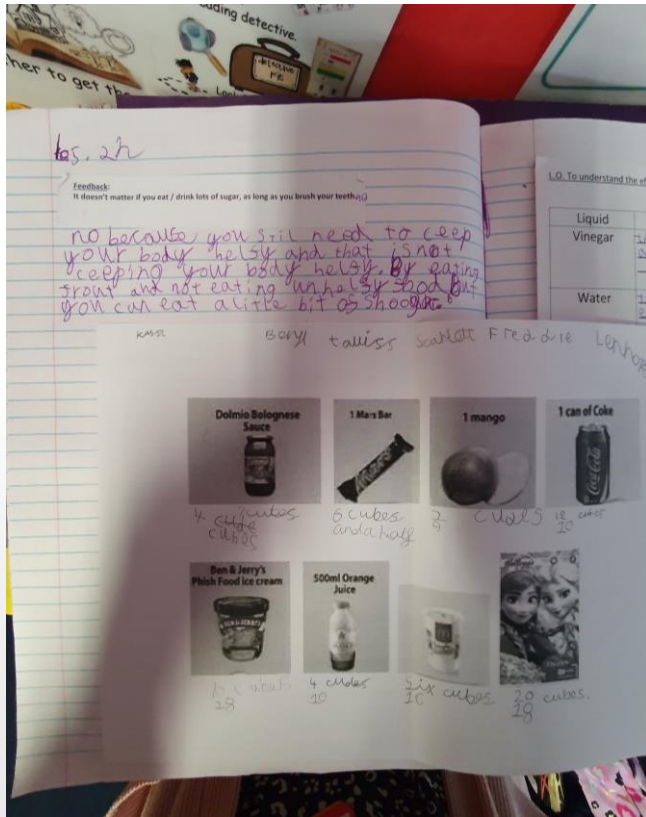
YEAR 1 SUMMER TERM



YEAR 1 SUMMER TERM



In year one, the children used the NSPCC PANTS resources to discuss about private body parts and what to do if they feel worried about anything. They used the Pantosaurus song as a starting point and then discussed what this meant before making their own display.



To understand the effect of different drinks on our teeth.

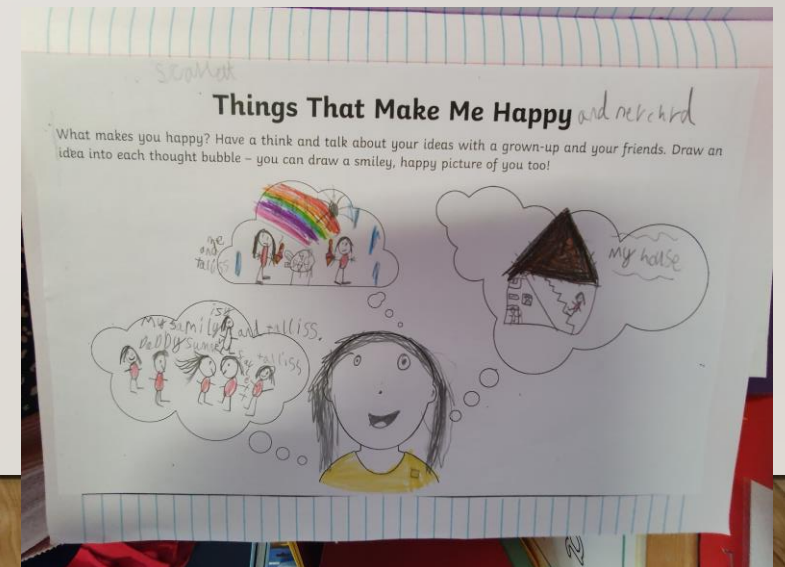
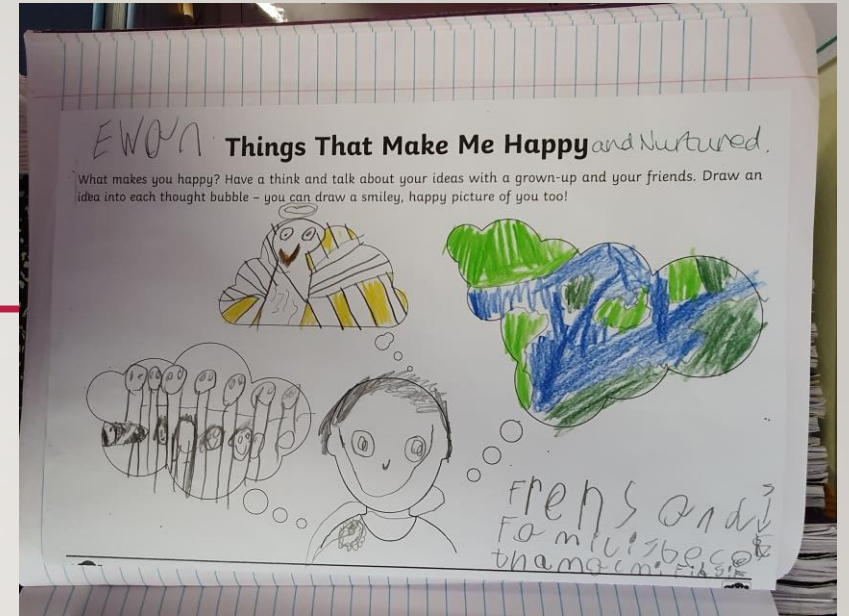
| Liquid | Results / observations |
|---------------------------------|---|
| Vinegar | The egg was bumpy and then it cracked. |
| Water | The water didn't do anything to the egg. |
| Tea | The tea stained the egg. |
| Orange juice | The orange juice made the egg moldy and brown. |
| Coke | The coke stained the egg. |
| Tea with toothpaste covered egg | The tea with toothpaste on it made some of the egg clean and some parts were stained. |

YEAR 2 SUMMER TERM

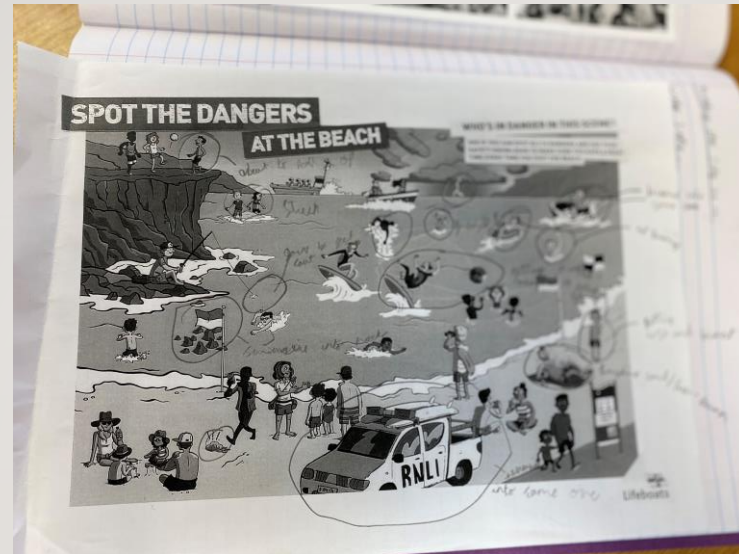
The children in year 2 learnt about healthy eating through looking at the effect of different drinks on their teeth using an experiment. They looked at the changes to an egg left in the liquid and thought about how these drinks would affect them.

YEAR 2 SUMMER TERM

During the summer term, the year 2 children thought about what makes them feel happy and nurtured. They discussed what it meant to feel this way and thought of different examples. They then considered what they could do to help make others feel happy and nurtured.



Year Three have been looking at dangers and risks, with a particular focus on water safety. They have thought about how they would respond to different scenarios and learnt important tips and information to keep them safe.

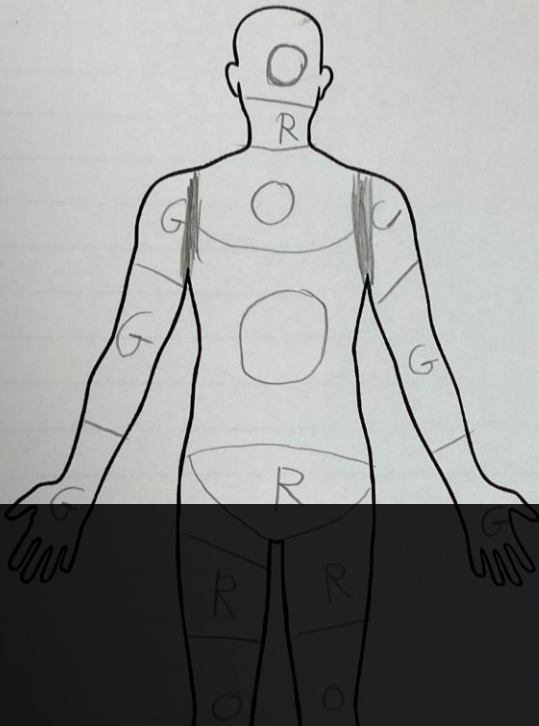


YEAR 3 SUMMER TERM

You Can Touch Me Here

Colour the outline of the person to show where you are happy to be touched.

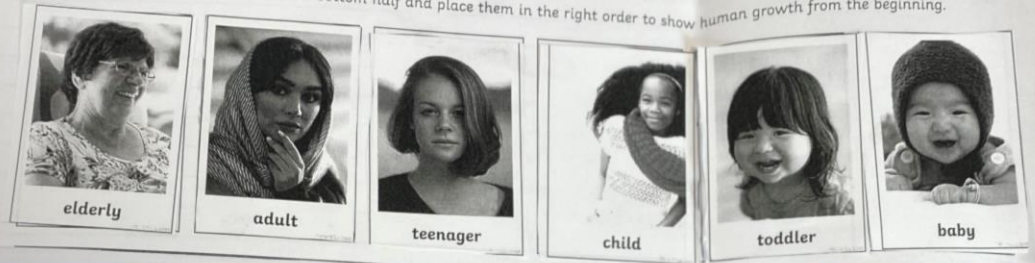
- Green** - for areas you are happy for anyone to touch.
- Orange** - for areas only those closest to you can touch (best friends and close family members).
- Red** - for areas that are private and just for you to touch.



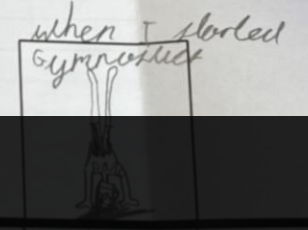
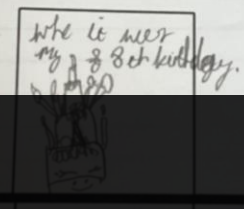
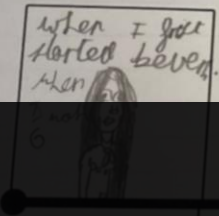
Monday 4th June July 2022

Human Growth

Cut out the pictures from the bottom half and place them in the right order to show human growth from the beginning.

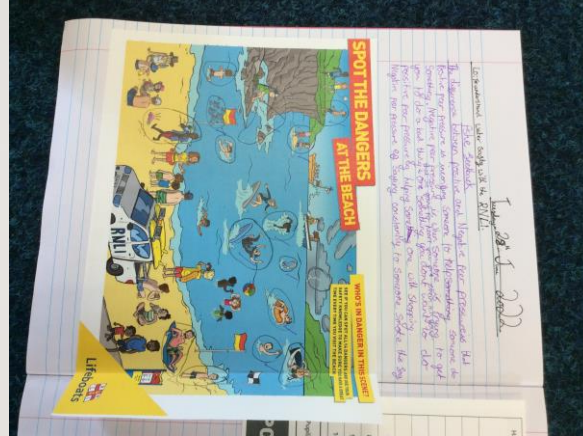
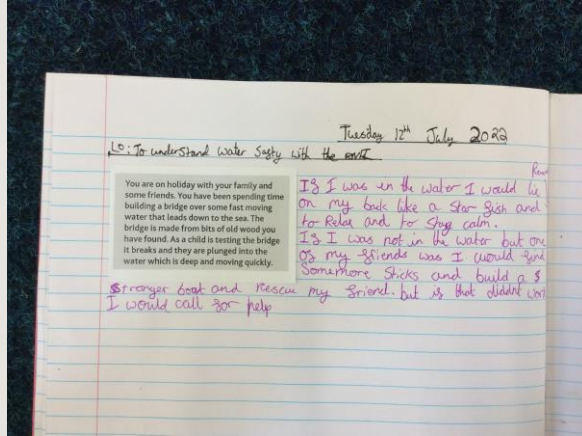
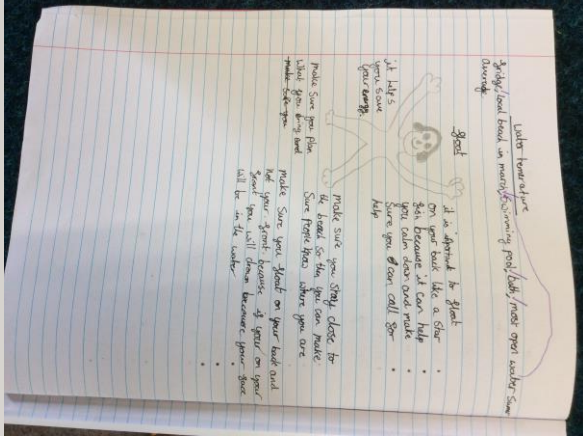


I know that boys will change and get gloomy but girls don't when they are teenagers.



YEAR 3 SUMMER TERM

THEY HAVE ALSO LOOKED AT GROWTH AS PART OF THEIR RSE UNIT, AND LOOKED AT A HUMAN LIFE CYCLE. THEY THOUGHT ABOUT THEIR OWN PERSONAL GROWTH SO FAR AND HOW THEY WILL CONTINUE TO GROW.



YEAR 4 SUMMER TERM

THE CHILDREN IN YEAR FOUR FOCUSED ON WATER SAFETY AND HOW TO SPOT AND SORT DANGERS AT THE BEACH. THEY IDENTIFIED RISKS, WHAT THEY WOULD DO AND LEARNT ABOUT WORKS OF IMPORTANT COMPANIES SUCH AS THE RNLI.

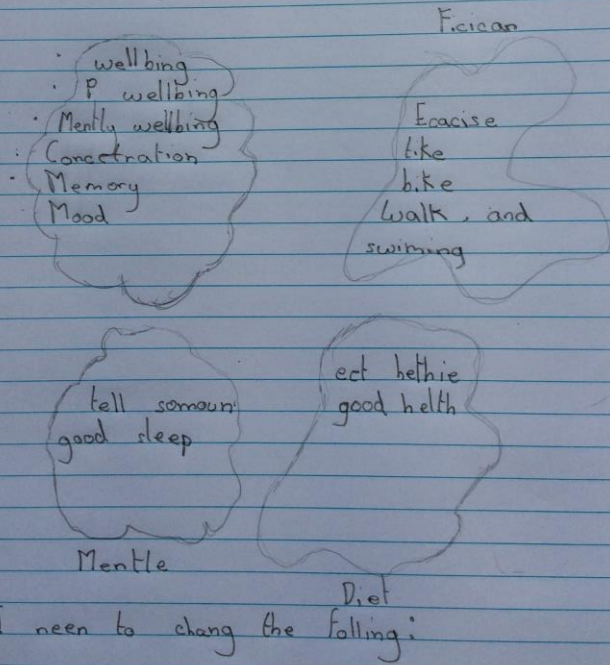


YEAR 4 SUMMER TERM

Wednesday 4th May 2022

Physical and mental wellbeing

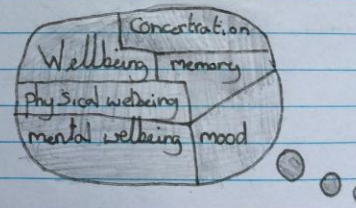
10. To recognise the link between physical and mental wellbeing and know how



Wednesday 4th May 2022

Physical & mental wellbeing

To recognise the link between physical and mental wellbeing, how we can look after our wellbeing.



| Physical health | Diet | Mental health |
|---------------------|------------------|-------------------|
| Exercise your brain | Eat healthy food | Buy a stress ball |

I need to change the following...

YEAR 5 SUMMER TERM

In year five, the children were introduced to the idea of physical and mental wellbeing. They discussed definitions for these and the different factors that could affect these. They generated ideas that will help to support both their physical and mental wellbeing.

YEAR 5 SUMMER TERM

Responsibility

Decision Making Problem

Word Bank

- decisions ✓
- choices ✓
- name ✓
- dependable ✓
- problem ✓
- control ✓
- manage ✓
- important ✓
- consequences ✓
- choices ✓
- choices ✓
- trust ✓
- reason ✓
- independent ✓
- safe ✓

Down

1. If in charge means you might have to make a decision. (5)
2. Staying safe means taking of ourselves and others. (4)
3. In life, we have to make sensible decisions to keep ourselves and others (4)
4. When others are counting on us, they put their trust in us to do the right thing. (5)
5. Sometimes we have to make a decision by making the right decisions and taking appropriate action. (6)
6. We often need to make sure we are acting in a way rather than a British way. (8)
7. Thinking and doing things for ourselves means we are becoming (11)
8. As we grow up and become more independent, we have to act in a more way. (9)

Situation 2: You decide to take a chance and join the local martial arts club. You have never tried this before and don't know anyone.

Situation 3: You decide to sit with a new group of people at lunchtime.

Situation 4: You are entered for a maths tournament at school. You have never taken part in a maths competition before.

Situation 5: You are swimming at your local swimming pool when the swimming coach suggests you join the local team. You have never been part of a swimming team.

Situation 6: You enter a baking competition to be on TV.

Situation 7: You want to be more independent so you decide to make dinner without any help.

Situation 8: You are playing online games with your friends and then someone you don't know joins the group.

Situation 9: You are in a rush to get to school decide that, to save time, you use the crossing or the traffic lights to cross the road.

Situation 10: A young person at school tells you to hide another person's coat and book bag. If you do this, you can hang out with them at lunchtime.

Tuesday 20th June 2022

Positive

Negative

Tuesday 12th July 2022

5. To understand water safety with the RNLI.

You are on holiday with your family and some friends. You have been spending time building a bridge over some fast moving water that leads down to the sea. The bridge is made from bits of old wood you have found. As a child in testing the bridge it breaks and they are plunged into the water which is deep and moving quickly.

I would call for a adult to pull the raft. I also would work with the rest of the group to the person and keep talking to them. I would say can you help me and say we tried to call for help. I would not jump in after them.

Why is this dangerous?

1. Because they are near the edge.
2. The thunderstorm.
3. Get hypothermia.
4. Bad luck.
5. Slip on a jellyfish.
6. People on a cliffside.
7. Rocks underwater.
8. Someone burnt.
9. Swimming in the wrong place.
10. ...

How can this behaviour be made safe?

1. They can move away from the edge.
2. Go away from the edge.
3. Get out of the water.
4. Ask RNLI track.
5. Ask where you are going.
6. Look at the tide.
7. Don't swim there.
8. Put someone in a lifeboat.
9. Swim on the other side.
10. ...

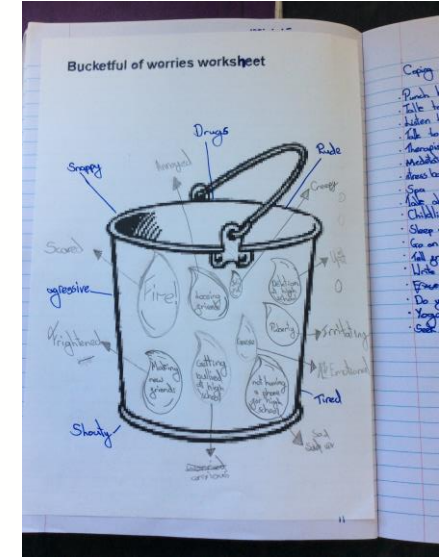
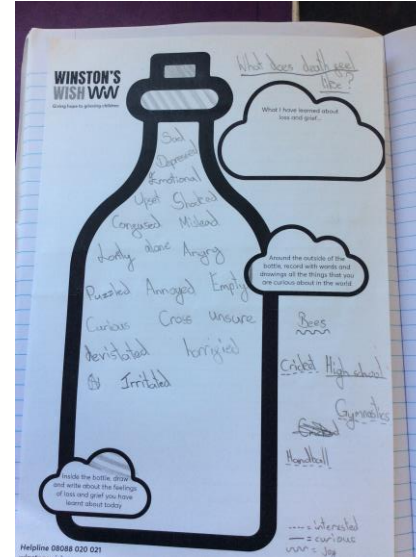
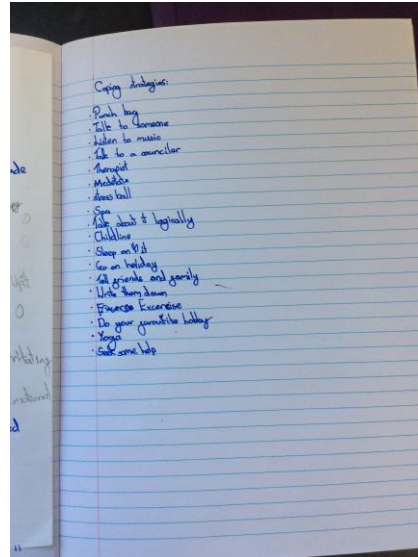
Pupil name: Archie

POT THE DANGERS HAZARD LIST

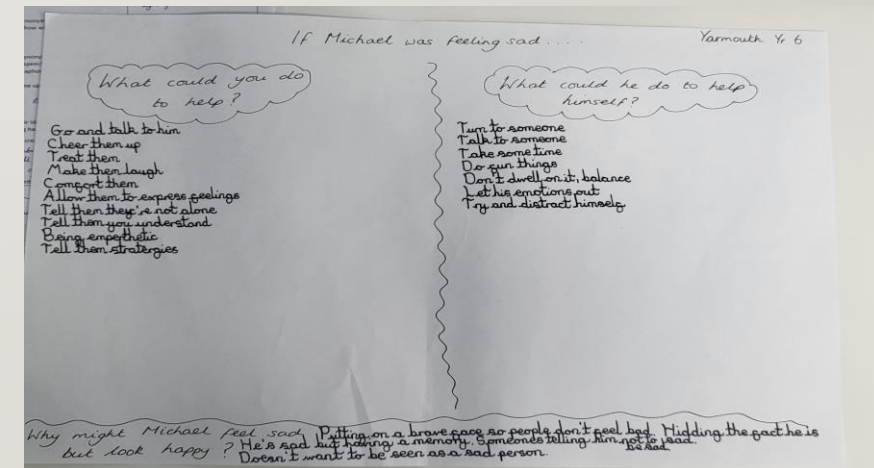
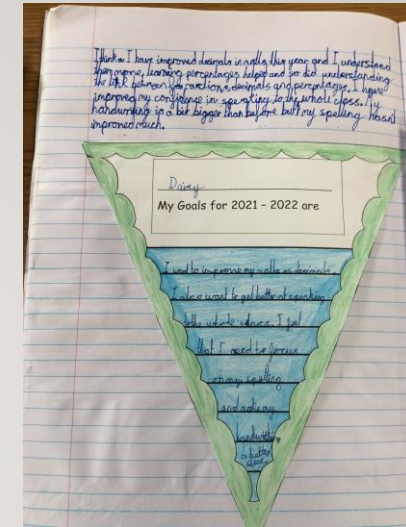
Lifeboats

YEAR 6 SUMMER TERM

The children in year six completed some important work on the upcoming changes in their life. They discussed their worries and wishes alongside coping strategies to help with the transition to secondary school and other changes that lie ahead.



YEAR 6 SUMMMER TERM





EVIDENCE FROM SEPTEMBER 2022- 2023



FROM SEPTEMBER 2022

Due to a change in our Computing curriculum, Media literacy and digital resilience has once again become an important part of our PSHE curriculum here at the federation. Here you can see the objectives that will be covered during PSHE sessions from this September within the area of Media literacy and digital resilience.

| | Media literacy and digital resilience |
|--------|--|
| Year 1 | Using the internet and digital devices; communicating online |
| Year 2 | The internet in everyday life; online content and information |
| Year 3 | How the internet is used; assessing information online |
| Year 4 | How data is shared and used |
| Year 5 | How information online is targeted; different media types, their role and impact |
| Year 6 | Evaluating media sources; sharing things online |

EYFS AUTUMN TERM

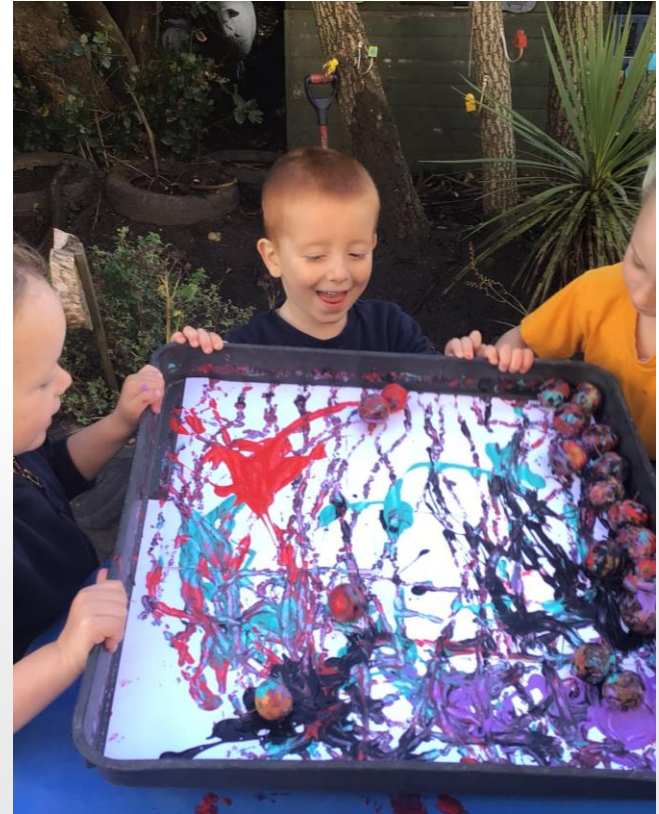
Our new children in the Reception Classes spend a lot of time learning our school expectations and values. There is a huge focus on building relationships and working together as a team to help them settle into school life.

This involves lots of team building and helping them to understand respect, determination and relationships in a way that they can understand and implement.



EYFS AUTUMN TERM

Here is some further evidence of the children learning to work as a team and collaboratively.





EYFS SPRING TERM

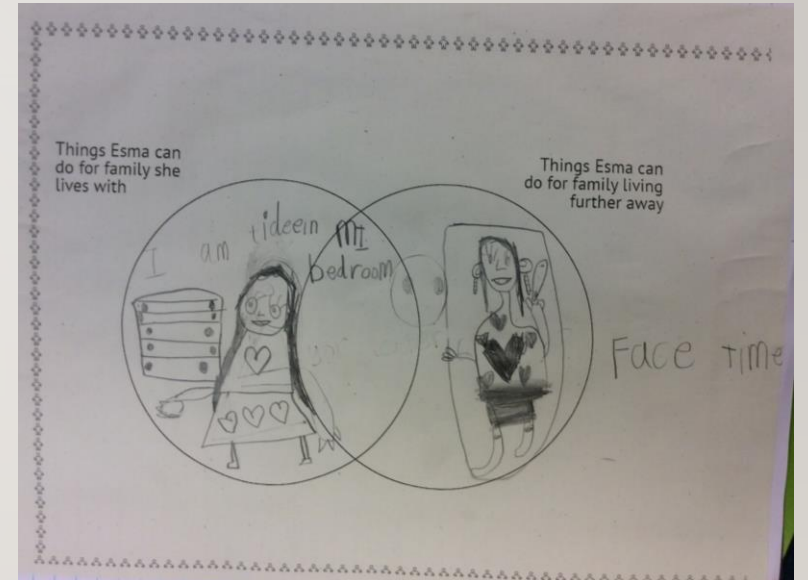
Ernest Shackleton



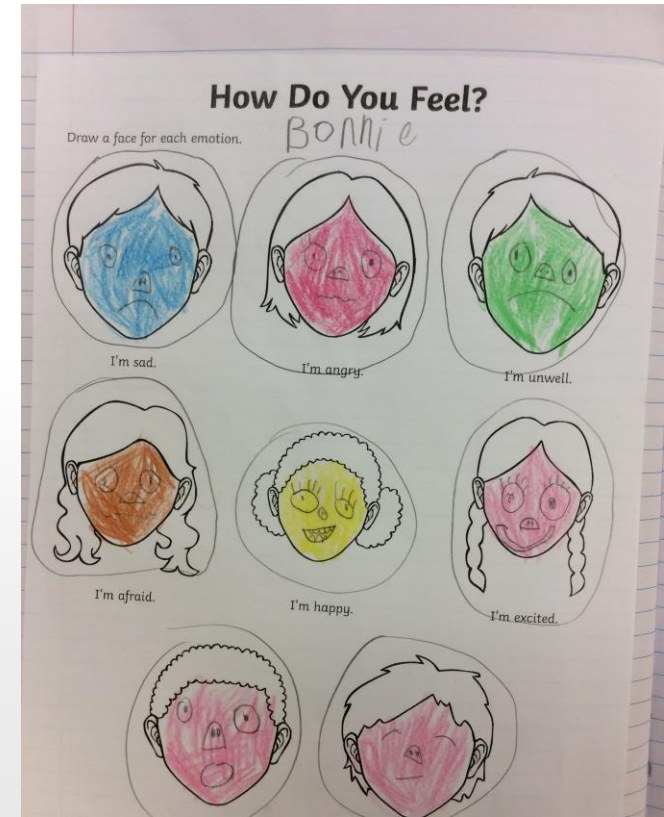
EYFS SPRING TERM

KINDNESS/TEAMWORK

YEAR ONE AUTUMN TERM



YEAR ONE AUTUMN TERM





YEAR ONE SPRING TERM

YEAR ONE SPRING TERM





YEAR TWO AUTUMN TERM



YEAR TWO AUTUMN TERM



YEAR TWO SPRING TERM

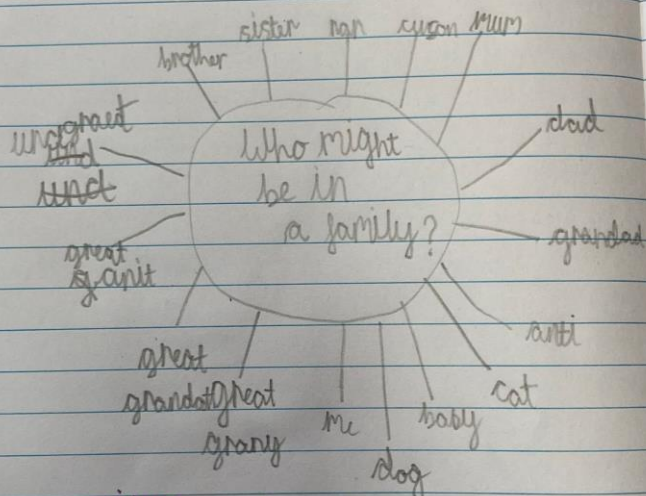


YEAR TWO SPRING TERM

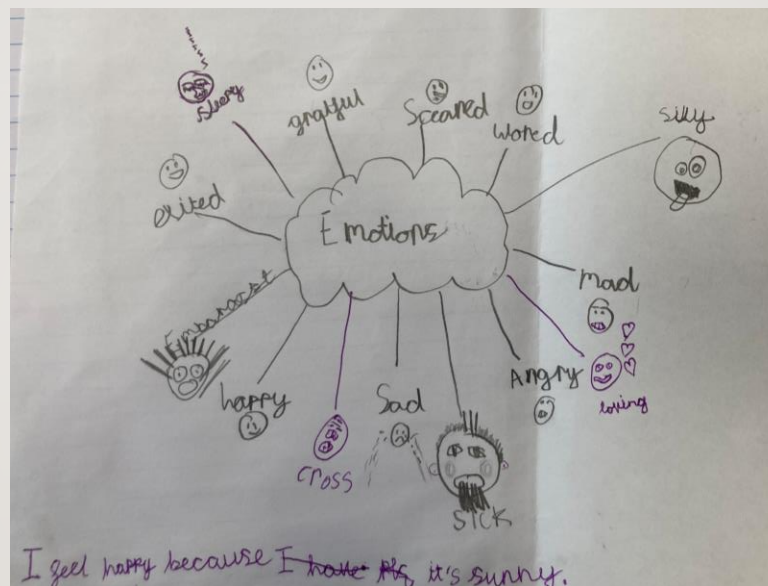


Monday 2022 26th September

Lo: To recognise that there are different types of families.



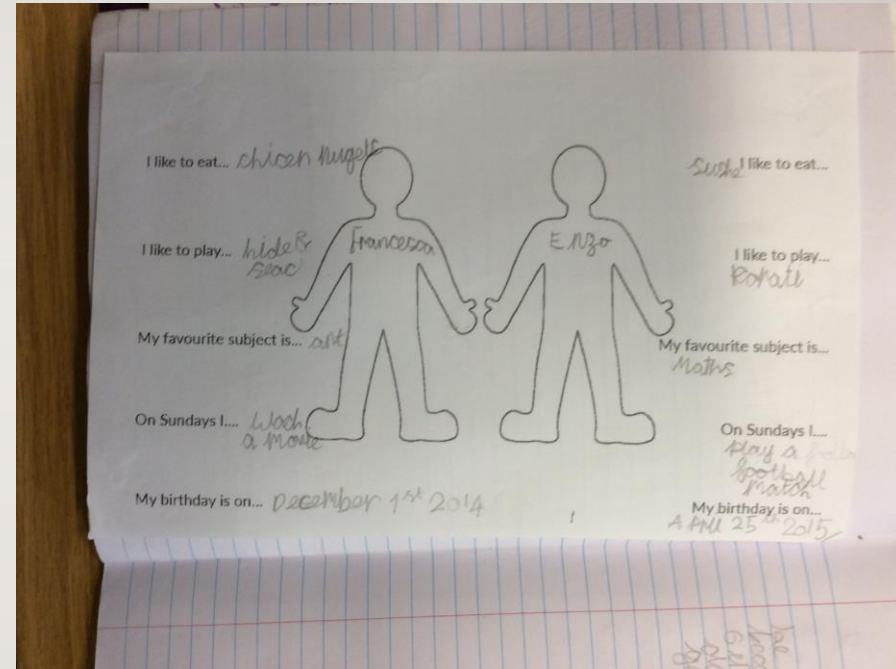
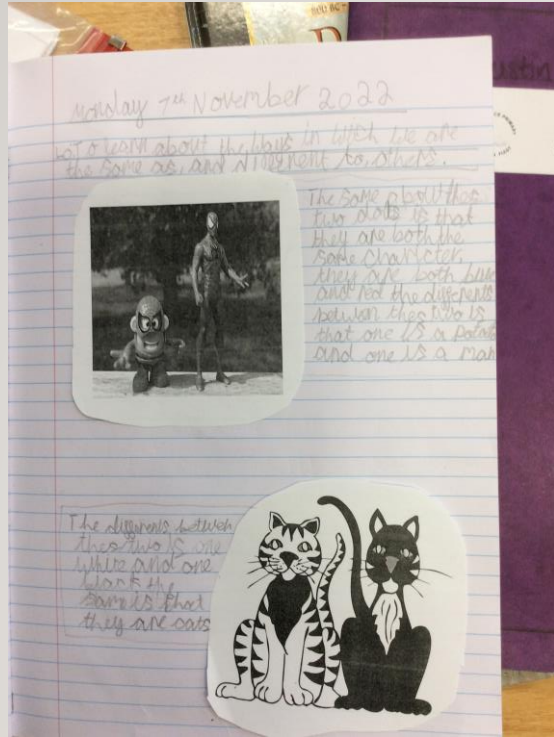
Are all families the same? No they are not all the same.



I feel happy because I ~~love~~ it's sunny.

YEAR THREE AUTUMN TERM

During the Autumn term, year 3 look at different families and how no two families are the same. They also discuss emotions, how these can make us feel and strategies for managing emotions.



YEAR THREE AUTUMN TERM

Our year three classes have been looking at similarities and differences during Autumn two. They looked at their likes and personality and then that of a peer to identify what they had in common and what was different. This linked to relationships and how it is a wonderful thing to be different and individual.

YEAR THREE SPRING TERM

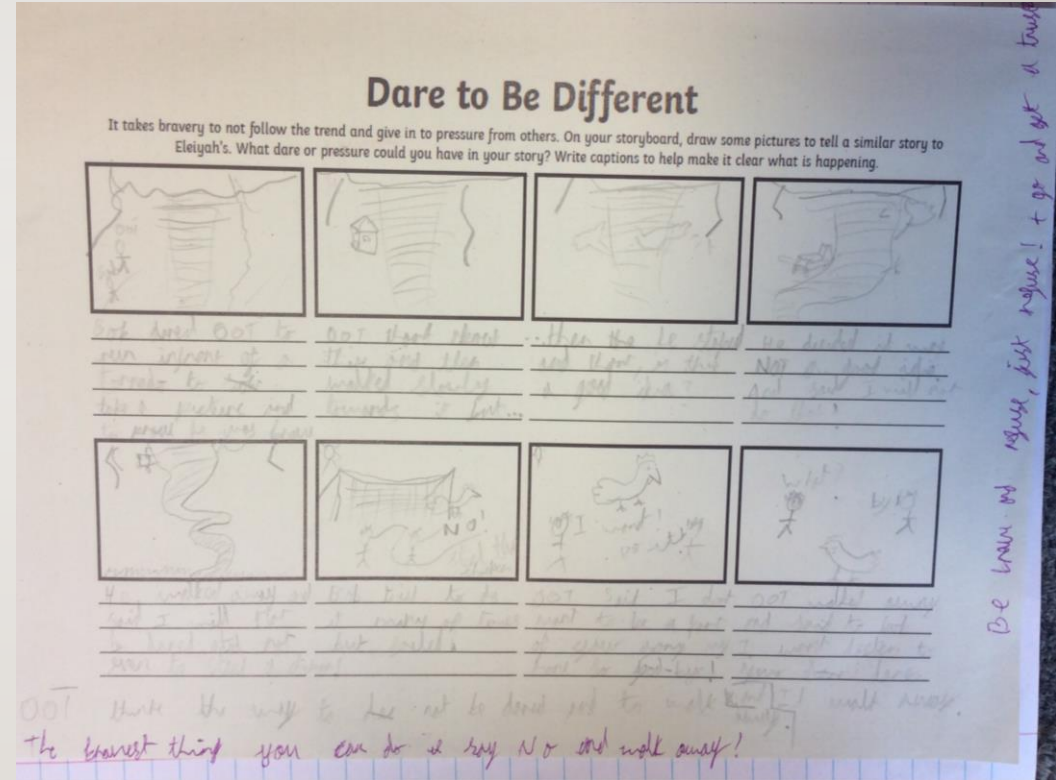


YEAR THREE SPRING TERM



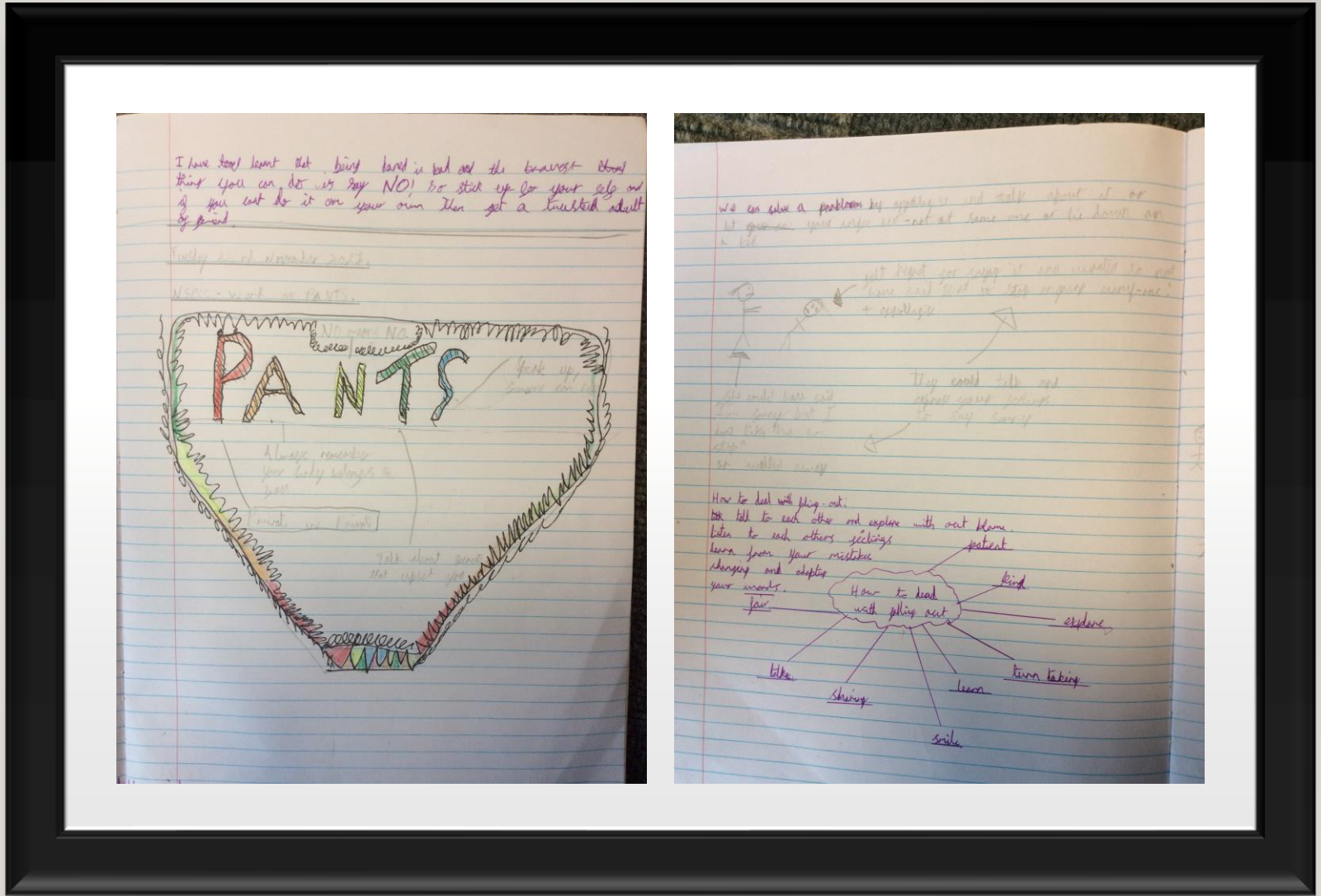
YEAR FOUR AUTUMN TERM

In year four, the children have been looking at similarities and differences and how to deal with pressures that can come with this. They specifically looked at dares, and how to manage situations that may involve this kind of pressure. They used storyboards and drama to engage in discussing this and how they could respond to these kind of situations.



YEAR FOUR AUTUMN TERM


In addition, the children have looked at appropriate and inappropriate touch using the NSPCC Pants resources.



YEAR FOUR SPRING TERM

Instructions

1. Fill out each panel of the storyboard. Your film will be more interesting if it shows different locations and includes things like short interviews, in which lots of different people all give their own answer to the same question. You can add details like these to the 'What might we include?' column.

| Scene number/ locations: | What the scene shows/achieves: | What might we include? |
|-----------------------------|--|---|
| 1 | Showing the different types of people in our school |  |
| 2 | Answers the question - why is diversity important in our school? | Diversity is important because all equal new friends that are different to us. |
| 3 | Shows how our school benefits from diversity | I answered this question on number 2 |
| 4 | Shows how our school values individuals/or shows how our school celebrates diversity | |
| 5 | Own choice | |

Tuesday 10th January 2023

LO: To recognise and respect differences between people such as gender, race and faith

Kindness
Caring
Respect
NICE
Paying Attention
School Values
Kind
manners

my Characteristics

My name is Jack.
I like football.
My eyes are blue.
I love Dora Mon books.
I'm 9 years old.

Equality Act

To protect everyone from discrimination and to help society be equal and fair for all.

17/1/2023

Dissusion

Marvin Rockard was fighting for his rights because people were making fun because he missed a penalty and because he's black.

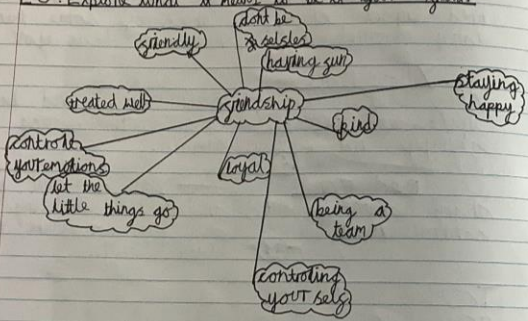
YEAR FOUR AUTUMN TERM



On Monday got a mint I was in the blue zone because I ~~was~~ but I thought of happy things that I was going to do that day and it turned out great.

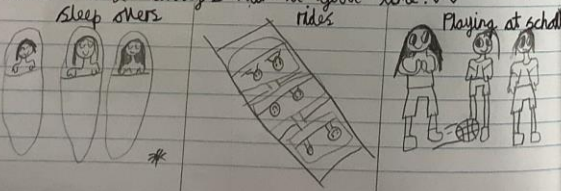
Tuesday 20th September 2022

O: Explore what it means to be a good friend.



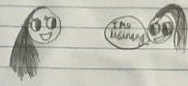
My friend is Eva because as I am down she is all ways there and with she will always make me laugh.♡

My friend is Scarlett and Sophie because I've known them for a long time and we are all so ~~itty~~ itty like and always have a good time.♡♡



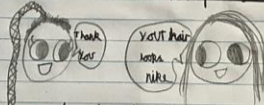
Me and Eva are similar friends because we have blond hair, we are both funny, we are both kind and loyal, sweet and we wouldn't hurt anyone or any thing. We are different friends because we don't always agree and sometimes we want to do different things.

27.9.2022



You can be a good listener by including each others ideas and share them.

Compliments



O: To understand that people have different opinions that should be respected.

One emotion of feeling embarrassed showed itself with different behaviours. It came out as silly, angry and sad.

We acted out different situations which showed our emotions.



Tuesday 13th September 2022

O: 2 lines of regulation.

One emotion of feeling embarrassed

Blue Zone
sick sad bored
tired upset shy
lary huddled

Coping methods
get some medicine or think of some thing happy to cheer you up.

Yellow Zone
Silly excited cranky
upset embarrassed
grumpy nervous

calm down and breathe sootors on getting calm again.

Red Zone
angry overjoyed out of control Mad terrified

You can put your anger into something else and go somewhere to clam down.

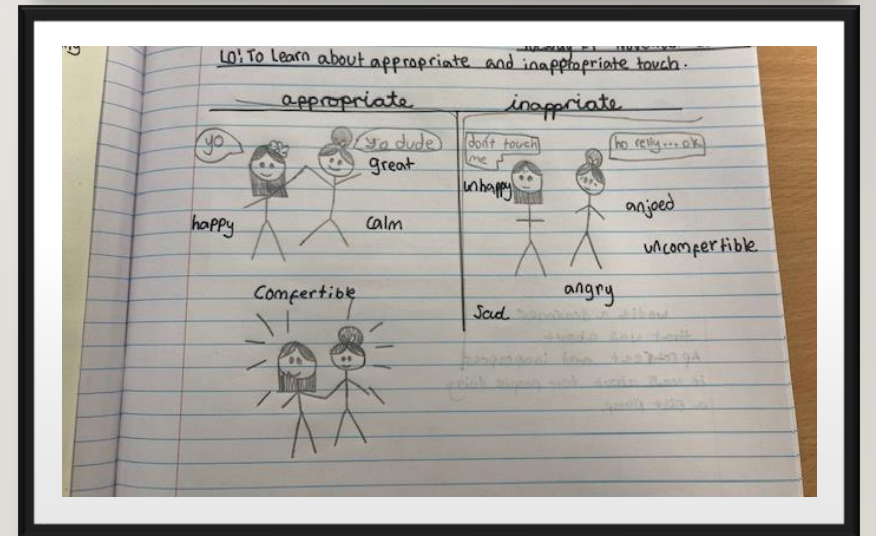
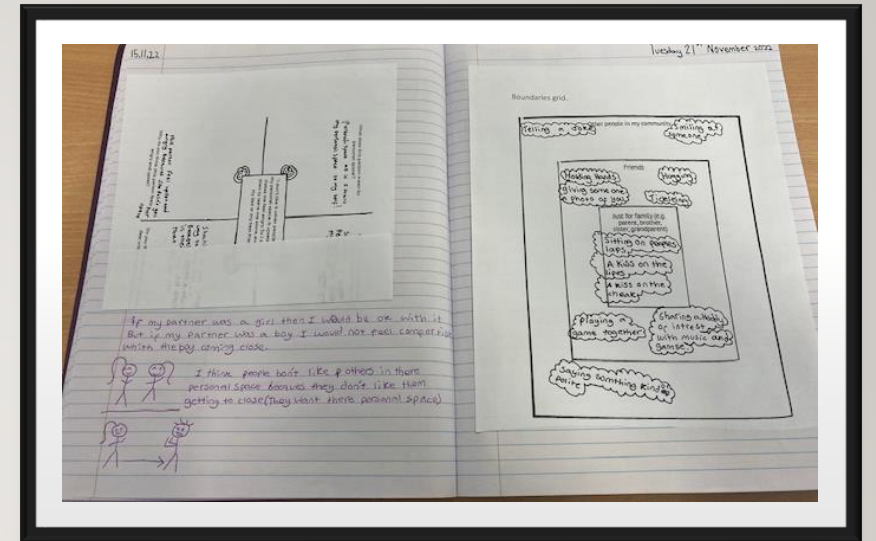
To stay in the green zone you need to listen, sit straight and try to stay happy.

YEAR FIVE AUTUMN TERM

Year Five have also looked at similarities and differences but with more of a focus on different people's opinions and how we should respect these. They also used drama within their lessons as can be seen above.

YEAR FIVE AUTUMN TERM

Our year five classes have been working on appropriate and inappropriate touch and have been learning about the differences between these. They have discussed how what is appropriate varies depending on who the person is.



Global citizen mind map 24.01.notebook
February 07, 2023

Plant more plants. Don't litter.
 Eat less meat. Stop wasting food. caring for our planet.
 Stop deforestation. What does it mean to be a global citizen? helping others.
 Don't use plastic. protect animal habitats.
 use less energy. Pick up litter.
 Don't hurt animals. Recycle. Makenor

Tuesday 07th January

To talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people.

What is diversity?
 Diversity is about embracing differences and including people from all walks of life.

Tuesday 7th January

To talk about and understand how we can be responsible global citizens.

They are showing friendship. Different culture. They are heavy into change. Being Responsible Image Sheet. It is better for the environment. using less electricity.

YEAR FIVE SPRING TERM







YEAR FIVE SPRING TERM



YEAR SIX AUTUMN TERM

Our year six classes have looked at prejudice and discrimination. They learnt what these mean and can now apply these concepts and identify them in a range of contexts. Here is some evidence of their recent work.










Modern Discrimination: Can you identify which type?

| Source | Discrimination | Why? |
|---|----------------|---|
|  | Ageism | Because they were replaced by younger presenters. |
|  | Homophobia | Because people might say stuff that he really doesn't want them to, and it might affect his performance. |
|  | Ableism | Because she was disabled she wasn't aloud to work there any longer even though she could work at a desk. |
|  | Sexism | Because women are basically not aloud to do anything and the men are since doing all the things ^{women do} . |
|  | Racism | Because he used unleserety language towards the players just for joining and there ^{skin colour} . |
|  | Xenophobia | Because they were from a different country they were abused for stealing peoples jobs. |

Tuesday 22nd November 2022

LO: To learn about prejudice and discrimination.

Collecting your initial thoughts

| Picture of Person | What you think they are like... |
|---|---|
|  A | I think he is always angry and will shout at you but determined to, like short juses. |
|  B | I think he is rude but fights for are country putting his life on the line. |
|  C | I think she just cares about herself and none else. |
|  D | I think he likes food alot and gets in lots of fights. |
|  E | I think he's snappy but sometimes can help others and works hard. |
|  F | I think she's a killer who walks around at night and is bossy with others. |
|  G | I think he is lazy because it looks like he hasn't had a hair cut in ages and doesn't care about himself. I think he is intelligent and works hard $\frac{24}{7}$. |
|  H | I think he is always happy and enjoys having fun. |
|  I | Like's drinking tea and enjoys her life and is healthy. |

The people above fit the following, can you match their letter to each one?

Hairdresser **B** Terrorist **B** Lawyer **E** Stay at home parent **F** Supermarket worker **C** Librarian **I**
 Police **D** Classical Musician **H** Athlete **A** Criminal **G**

Friday 17th January 2023

Lo: To learn about peer pressure and how it affects relationships.

People could be peer pressured to...

1. People could be pressured to do other home work.
2. People could be pressured to skip a class.
3. People could be pressured to do and say bad things.
4. People could be pressured to do dangerous activities.
5. People could be pressured to join in bullying.

What would you do in these scenarios. Explain your answers for each one.

Scenario 1
You think you sent your message in WhatsApp and you're glad. You actually have to send it in the morning so you don't want to take back what you've said. You know that you've sent it to the wrong person. What do you do?
A. Write back and explain to your friend that you are sorry.
B. Ignore the message and hope that you will have to explain yourself in the morning.
C. Write back and apologise your friend. It is only a stupid text.

Scenario 2
Whenever your friends post pictures online, you have to like that photo straight away. You know you are a good friend and you love you, but your friends all disagree that the following morning at school your friend says you're a friend who doesn't seem to care and don't like their own posts online. What do you do?
A. Explain to your friend that you need a break from technology every now and then.
B. Apologise to your friend and say you will like their picture as soon as you can.
C. Explain to your friend that you forgot. But that's okay because you are a good friend.

Scenario 3
You and your friend are checking your social media profiles. Your friend has over 100 likes to respond to but you don't have time to do that. You don't have time to respond to you don't have time to do that but your friend is laughing at you and saying that you have no friends. What do you do?
A. You laugh and say some things to yourself to try to be in a mood.
B. You explain to your friend that you would prefer to be solo online and you are not with anyone else.
C. You add lots of new people online so that you have just as many friends and followers as your friend.

Scenario 4
Your friend has been in a funny mood since the video someone in your group sent. They have said a few things to you to show it, but it's a joke and you're not a comedian. What do you do?
A. You explain to your friend that you're not a comedian and you're not a comedian.
B. You show the video, but hope to one day be a comedian.
C. You tell the person who is in the video to stop what is going on.

Scenario 5
You have been chatting to someone over the comments section of a YouTube video for hours. They ask you for your number to chat and your friend encourages you to do it. They say they have been here before and that's great.
A. You give your number, but because of what your friend said, because you have the person's number.
B. You don't give your number and you explain to your friend that they shouldn't put pressure on you to do that.
C. You give your number, but only to a friend or a teacher so they know what a good friend you are.

Scenario 6
Because it can just be a short message and it will expect they will leave me to it.

Scenario 7
Because even though I don't like it, I don't like it on a bad night, plus I don't see it in the first place.

Scenario 8
Because I was actually born, the people personally so it can be as safe as possible.

Scenario 9
Because it is not alright to do bad things about other people, and they need to know.

Scenario 10
Because if you get your number out there, anyone could get it.

Deciding which are examples of peer pressure

You hear the lots of people in the class talking about an app they all use but you don't have a phone.

This is not peer-pressure because they are not personally pressuring you.

Your friends tell you that you need to recycle your rubbish from now on in order to save the planet.

This is peer-pressure because they are telling you to do something.

You feel like you should listen to a certain musician because you know everyone else is.

This is not peer-pressure because everyone is pressuring else to do it, it's listening to it.

Your friend wants to see your answers in maths. They tell you only needs don't share answers.

This is peer-pressure because they are not giving you an option.

You decide to dress a certain way because your favourite celebrity is.

This is not peer-pressure because it is your choice, your.

Your parents buy a BMW because all of their other friends have one.

This is peer-pressure because they may be bragging about their car.

Your friend group get other members of the class to set up a group chat and send unkind messages to an individual in the class. You decide not to send any messages.

Yes, this is peer-pressure because you are a part of it. This is not peer-pressure because you haven't sent anything.

6/7

Once you have decided which ones are and are not examples of peer pressure. Can you explain why the ones you have said are not examples of peer pressure, are not peer pressure?

YEAR SIX SPRING TERM

YEAR SIX SPRING TERM



RSE CURRICULUM AT OUR FEDERATION

HERE IS OUR GROWING AND CHANGING PART OF THE CURRICULUM FOR YEARS 1-6.

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|--|--|--|--|---|---|
| <p>Growing and Changing</p> <ul style="list-style-type: none"> - To recognise what makes them special and unique - To manage and who to tell when finding things difficult or they go wrong. - Know how they are the same and different to others. - To recognise feelings in themselves and others and how it affects behaviour. <p>Keeping Safe</p> <ul style="list-style-type: none"> - Know how rules keep us safe - Know why some things have age restrictions. - Know basic rules for | <p>recognise how to describe and share a range of feelings</p> <ul style="list-style-type: none"> - Learn how to manage big feelings including those associated with change, loss and bereavement. <p>Growing and Changing</p> <ul style="list-style-type: none"> - To recognise the human life cycle - To understand how our needs and bodies change as we grow up - To identify and name body parts including genitalia <p>Keeping Safe</p> <ul style="list-style-type: none"> - Know how to recognise risk in everyday situations - Know how to keep themselves safe in familiar and unfamiliar environments, knowing | <p>exercise.</p> <ul style="list-style-type: none"> - Identify ways people express feelings and how these can become more or less powerful over time. <p>Growing and Changing</p> <ul style="list-style-type: none"> - Identify that everyone is an individual with unique and valuable contributions to make. - Recognise how strengths and interest form part of your identity and what you're proud of. - To recognise common challenges to self and manage and reframe setbacks. <p>Keeping Safe</p> <ul style="list-style-type: none"> - Identify typical hazards at home and school - Predict, assess and manage | <p>know how to manage and maintain oral hygiene and dental health including the importance of regular dentist visits.</p> <p>Growing and Changing</p> <ul style="list-style-type: none"> - Identify external genitalia and reproductive organs - Learn about physical and emotional changes during puberty, including menstrual cycle, erections and wet dreams. - Know strategies to manage the changes during puberty, including hygiene routines. - Know how to discuss challenges of puberty with a trusted adult and get information and further advice. | <p>and immunisations.</p> <ul style="list-style-type: none"> - Understand how bacteria and viruses affect health and also how they can be prevented with everyday routines, keeping a clean environment. <p>Growing and Changing</p> <ul style="list-style-type: none"> - Identify 'personal identity' and what contributes to it. - Understand that for some people their gender identity does not match their biological sex. - Learn how to recognise, respect and express individuality and personal qualities. - Learn about ways to boost their mood and improve emotional wellbeing linking with interests and hobbies | <p>are expressed and strategies for supporting people.</p> <p>Growing and Changing</p> <ul style="list-style-type: none"> - Identify changes growing up such as increasing independence and how this feels. - Recognise feelings about the transition to secondary school and how relationships may also change as they grow up and move. - Learning practical strategies to support the transition to secondary school. - Identify the links between love, committed relationships and conception. - Learn what sexual intercourse is and how pregnancy occurs. - Learn the responsibilities of being a parent or carer and how a baby can change their lives. <p>Keeping Safe</p> |
|--|--|--|--|---|---|

FROM 2023, ALL TEACHERS WILL BE DELIVERING THE GROWING AND CHANGING PART OF THE PROGRESSION MAP ON THE SAME DAY.

THIS WILL ALLOW PARENTS TO BE AWARE OF THE DAY THAT CHILDREN WILL BE LEARNING THIS AT SCHOOL TO HAVE ANY FOLLOW-UP DISCUSSIONS AT HOME.

IT WILL ALSO ENSURE THAT EVERYONE SPENDS ADEQUATE TIME ON THIS AND ALLOWS FOR QUESTIONS AND DISCUSSIONS.

Governor report on PSHE/ SMSC in the Federation of Shalfleet and Yarmouth C of E Primary Schools Nov 2022

PSHE and SMSC are of huge importance in our Federation and are rooted into all that we do day to day. We have adapted the way that we deliver PSHE over the last couple of years including a new long-term plan and progression map, which are now embedded and are allowing for a greater coverage of objectives. Across the federation, we have one teacher who delivers a one-hour weekly PSHE lesson to nearly every class across our schools. This allows her to ensure consistency across both schools and to make sure that there is clear progression as the children move on to the next year. She delivers the planning to the classes that she does not teach to ensure that all children have the same opportunities and cover the same objectives.

Our progression map covers relationships, living in the wider world, and health and wellbeing over the course of the year and these topics are covered each year with new objectives to suit the children's age range and understanding. During the Autumn term, the focus is primarily on relationships, families and respecting others. As we move into the Spring term, the children will look at living in the wider world, which includes areas such as belonging to a community, money and work. During the summer term, the overarching theme is health and wellbeing which includes mental health, keeping safe and SRE. Every class across the federation has one hour a week dedicated to PSHE (or may block this time if they feel this is more suitable) and evidence is documented through written work, photographs, and notes. We have edited our progression map this year to include a module on Media literacy and digital resilience which we feel is so important for our children growing up in today's world. This used to be covered within computing lessons but, due to a change in the computing programme that we follow, we felt that this would be better suited within PSHE lessons and would allow us to cover it more fully and in depth.

During our recent monitoring sessions, we observed lessons at both Yarmouth and Shalfleet and saw children engaged in their lessons and able to share what they had been learning about. They shared that they particularly enjoyed learning through stories, songs, and drama, and we could see where these had been used in their work. We also saw lots of evidence of purple pen feedback and could clearly see how lessons lined up with the progression map. Through our pupil voice work, children were very positive about PSHE lessons and could discuss how they learnt best and why PSHE is important in their lives. One child said that 'it cheers me up and motivates me', whilst another articulated that 'it helps to get us ready for situations in the real world'.

When considering our next steps, the children shared some wonderful ideas during our monitoring session. They communicated that they enjoy having visitors in and would like more of these in their PSHE sessions, whether it be to share about their jobs, or to speak about an important message. They also discussed ideas such as older pupils supporting younger pupils within PSHE lessons and being able to lead or support with some sessions. We noticed that there were times when deep, enriching discussions had been had but this was not always evidenced in books, and we have been discussing ways that we can ensure that there is evidence of this. We also felt that there could be some further opportunities for cross-curricular links, such as with Art and Computing.



As PSHE subject leads, we are going to continue to monitor books to ensure clear progression across the years and development as children move up the school. We will also be using the foundation subject assessment to monitor PSHE and are considering how the PSHE teacher can feed this back effectively to class teachers that don't deliver PSHE to their own classes. Additionally, through our SIAMS inspection, the importance of the children being aware of other cultures and faiths was raised as an area for development and this is something we are keen to integrate further into our PSHE curriculum.

With regards to SMSC, we feel that spiritual, moral, social and cultural education runs throughout PSHE provision through looking at relationships, different communities and respecting others. However, it is also rooted in the Christian ethos of our schools and through our values of respect, determination and relationships. Through RE lessons, Christian values sessions and Collective Worships, the children have the opportunity to develop their spirituality, explore other faiths and have regular times for reflection. During all of these times, the children discuss moral issues and are encouraged to think deeper, to be challenged and to relate what we are discussing to their own life. In each classroom, there is a prayer table with a prayer book and a worry box that the children can use to express themselves and share concerns that they may have. Our strong links with the local churches and visits from Reverend Leisa and Open the Book allow the children the further opportunity to reflect on their own and others' beliefs. Through RE lessons, the children learn about faiths other than Christianity which is important, particularly for the area that they are growing up in.

There are numerous elements of school life that also help with this area of the children's education. Through the 'Where are they now?' videos, the children are encouraged to aspire and have goals and aims and think about what they could contribute to society, from those that started in the same place as them. As a federation, we have a lot of links with the local community, allowing the children to be put in different social situations from joining in community events to the regular visitors that we have in school. The children also have the opportunity to be part of the Junior Leadership Team, Learning Leaders or a part of the Spirituality group and can contribute their ideas to the wider life of the school this way, promoting independence and a number of social skills.

During one of our staff meetings during Autumn one, we focused on cultural capital and reflected on how we supported our classes last year in this area and the opportunities that we provided. We then considered our new cohorts of children and the areas that we would need to support and develop them in this year. We will look back at these notes at a later point and reflect on what we have achieved and what else we can do as we move forwards. This year, we are also working to embed our 'conscious community' across all areas of our school community. The children understand how it links to our Christian values and are beginning to understand what it would look like in our schools and homes. There are plans to make this easier to understand for the children to ensure that even the youngest fully grasp what this means for our federation and the importance of this.

In conclusion, the hourly PSHE lessons using our updated progression map are enabling each class to have a high-quality lesson covering a wide curriculum. Our Christian Values lessons compliment this, with the children often making links between the two. We will continue to monitor and reflect on this new way of delivering PSHE and adapt where needed. Our daily collective worships and focus on spirituality mean that our school Christian values are discussed and used by the children, and they can link these well to their everyday life.

