



Saint Pierre School,
16 Leigh Road, Leigh-on-Sea, Essex SS9

PSHE Policy

Policy Owner (Position)	Last Updated By (Name)	Date of Last Review	Date Next Review Due
Deputy Head	Poppy Read	September 2024	September 2026
Read in Conjunction with: RSE Policy British Values Policy Curriculum Policy (SMSC)			

Personal, Social, Health and Economic Education (PSHE) Policy

Introduction

At Saint Pierre School we see Personal, Social and Health Education (PSHE) as being at the centre of all that we do. PSHE is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this is guided by the Independent School Standards (April 2019).

The promotion of pupils' personal development (which includes their social development) is a fundamental aspect of education and underpins all other learning. In addition to this we are emphasising the importance of physical and mental health and wellbeing (Relationship, Sex and Health Education). Although PSHE is a non-statutory subject, Relationship education is a mandatory part of the RSE curriculum in primary schools. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

Through our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

Aims

- To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society;
- To prepare pupils at the school for the opportunities, responsibilities and experiences of later life.
- To show the importance of physical and mental health and wellbeing as part of their everyday life.

Objectives

To enable the children to: -

- Know and understand what constitutes a healthy lifestyle (physically and mentally);
- Be able to understand, recognise and discuss emotions and how to deal with these;
- To understand what we can do for good mental wellbeing;
- To understand and demonstrate the Fundamental British Values.

- Understand the importance and impact of rationing time spent online;
- Understand age restrictions in relation to social media and games;
- Recognise difficulties encountered online and understand how to deal with these;
- Recognise and understand the impact of poor health and wellbeing;
- Know where and how to seek support if they or someone needs help with mental wellbeing;
- Understand how common mental ill health is;
- Know and understand the benefits and disadvantages of the internet on one's health and mental wellbeing;
- Basic first aid (this will be covered in a whole school approach during one day);
- Understand the changing adolescent body;
- Self-care techniques, personal hygiene;
- Be aware of safety issues;
- Understand what makes for good relationships with others;
- Have respect for others regardless of race, gender and mental and physical disability (both in person and online);
- Be independent and responsible members of the school community;
- Be positive and active members of a democratic society;
- Play an active part in decision making;
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues;
- Develop good relationships with other members of the school and the wider community;
- Develop positive learning behaviours
- Understand money and its role in life and how to manage money well
- Understand and be aware of radicalisation, terrorism and elements associated with extremist ideologies.

Roles and Responsibilities

All teachers, who teach PSHE, have the following responsibilities:

- To take part in a bi-annual review of the PSHE policy;
- To ensure that resources used are relevant and appropriate to the needs of the children;
- To lead on the evaluation of the PSHE policy and programme;
- To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective lessons.
- To ensure that they, or anyone working in their classroom to deliver/support PSHE, is doing so in line with the school's PSHE policy, and other relevant school policies;
- To contribute to the evaluation of the programme;
- Assessing children's progress against the agreed learning outcomes;
- Communicating with parents when appropriate/necessary.

Working with Parents/Carers

- We recognise that parents/carers are key partners in our delivery of a comprehensive PSHE programme for pupils at the school. The PSHE we deliver is designed to support the important role of parents in this area;
- If parents/carers have concerns about any of the content to be covered, we ask that these are addressed to the Head Teacher.

Provision

- Our framework will be delivered through a variety of teaching strategies and our Saint Pierre School values.
- In addition to this, PSHE must also be taught through assemblies, cross curricular links, circle time and other activities or school events (residential visits, enrichment, special activities planned to allow the children to work together under different circumstances), and School Council, which provide links with parents and members of the outside community;
- A whole school approach will be used to implement the framework. This policy has clear links with other school policies aimed at promoting pupil's spiritual, moral, social and cultural development including our Behaviour Policy, Anti-bullying Policy, Equality Policy and Relationships and Sex Education Policy.
- In following the framework our pupils will be taught key components of PSHE knowledge, skills and understanding.
 1. Developing confidence and responsibility and making the most of their abilities (having high aspirations and being the best they can be)
 2. Developing a healthy, safer lifestyle
 3. Developing good relationships and respecting the differences between people
 4. Preparing for the opportunities, responsibilities and experiences of later life
 5. Ensuring they are equipped to deal with physical and mental wellbeing
 6. Understanding changes emotionally, physically and mentally

The curriculum offers discreet whole school themed days/weeks on:-

- Anti-Bullying
- Keeping Healthy, Keeping Safe
- Internet Safety
- British Values (one per half term over five half terms)
- First aid

- Diversity and Black lives matter

Learning and Teaching

- During timetabled PSHE time, an emphasis is placed on active learning through planned discussions, circle-time, investigations, role-play activities, puppets, group-work and problem-solving;

- All teachers will endeavour to provide a safe learning environment through the establishment of clear Ground Rules which are made explicit to the children and reinforced consistently;
- Visiting speakers such as the police and health workers also contribute to the taught curriculum;
- Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real-life situations as they arise: e.g. resolving conflicts; working as part of a group on a project and sharing their thoughts on a school matter to a wider group;
- Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making class rules; school council meetings; and by taking on roles of responsibility for themselves, for others and for the school;
- House Points, Certificates and Postcards are used to celebrate personal achievements with regard to developing positive attitudes to learning and by demonstrating our core values, with parents and carers.
- PSHE lessons will also incorporate the RSE curriculum.

Special Needs

- We teach PSHE to all our pupils, regardless of their ability;
- Learning opportunities are matched to the individual needs of children with learning difficulties;
- Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss.

Resources (not restricted to):

- KAPOW (primary source)
- Twinkl (supplements KAPOW)
- Staff share good resources,
- TES
- Classroom Secrets.

Assessment, Recording and Reporting

- Teachers assess the children’s learning by making informal judgements as they observe them during lessons;
- We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage;
- We keep records of the contribution to the life of the school and community in photograph and or video form throughout the year.
- Our Assemblies also celebrates personal achievements outside school;
- Postcards home celebrate personal achievements with regards to developing positive attitudes to learning;
- PSHE is included in the termly grade cards and the annual report to parents on pupils’ progress.
- Children are sent to a member of the Senior Leadership Team to share outstanding pieces of work.

Monitoring and Review

- The Senior Leadership Team will be responsible for monitoring the standards of children’s work and the quality of learning and teaching;
- The Head Teacher and Deputy Head will support colleagues in the teaching of PSHE by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in school;
- All staff will be responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.
- Any issues that arise from PSHE lessons will be communicated with the appropriate member of staff by the teachers and this will then be discussed and reviewed by SLT and or SENCO.

Appendix One
Curriculum Map –PSHE & RSE

Year Group	Lessons to be taught:
Reception	<ul style="list-style-type: none">• The conventions of courtesy and manners.• The importance of permission-seeking and giving in relationships with friends, peers and adults.

	<ul style="list-style-type: none"> • Children to learn about the body part names. • That families are important for children growing up because they can give love, security and stability. • How important friendships are in making us feel happy and secure, and how people choose and make friends. • Special people in our lives/ families <p>Other areas that may be taught across the year (but not constrained to the lesson order/ set time include):</p> <ul style="list-style-type: none"> • Self-regulation with feelings • Managing self- taking on challenges.
Year 1	<p>Autumn- Special people (family and relationships).</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Understand who their friends are and what people like to do with friends. • Describe what people might look like if they are feeling: angry, scared, upset or worried. • Identify ways of responding to this by either offering help or giving them space. • Understand the skills needed to work together in a group. • Understand that friendships can have problems and learn ways to overcome these problems. • Understand how the actions of others can affect people. • Explain what a stereotype is. <p>Spring- Citizenship</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Explain why the class and school rules are important. • Discuss the different needs of a range of pets. • Describe some of the needs of babies and young children. • Recognise some similarities and differences between themselves and others. • Identify some groups which they belong to. • Recognise that different individuals belong to different groups. • Explain why voting is a fair way to make a decision involving a lot of people. <p>Summer- Safety and the changing body</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Know a number of adults in school can be spoken to for help.

- Know that they should speak to an adult if they are ever worried or feel uncomfortable about another adult.
- Understand ways to keep safe and not get lost and know the steps to take if they do get lost.
- Know the number for the emergency services and their own address.
- Understand that some types of physical contact are never acceptable.
- Know what can go into or onto the body and when they should check with an adult.
- Understand that there are hazards in houses and know how to avoid them.
- Understand and name jobs that people do to help keep us safe.
- Children to learn about the body part names (including private parts if the teacher feels appropriate).
- Children to learn about the underwear rule.

Extra units to be covered in 'Life skills'/ themed event or week:

Economic well-being

Objectives:

- Explain how children might get money.
- Explain some different ways to keep money safe.
- Discuss the role of banks and building societies.
- Recognise that people may make different choices about spending or saving.
- Explain that a range of jobs exist in and out of school and that different skills are needed for jobs.

Transition:

Objectives:

- Children to think about their individual strengths.
- Think about new skills they will gain as they go into Year 2.
- Increase their confidence and ease their worries about entering a new year group.

First aid:

Objectives:

- To understand basic first aid.
- To understand who to contact in an emergency and what details they should share.

	<ul style="list-style-type: none"> • How to deal with some basic first aid. • How to eat safely.
Year 2	<p>Autumn- Family and Relationships Objectives:</p> <ul style="list-style-type: none"> • Understand that families offer love and support and that different families may be made up of different people. • Consider what friends may be thinking and feeling in different situations and what might cause these. • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • Recognise some issues that may occur in friendships and which of these may need adult help to resolve. • Understand that expectations of manners may change according to the situation. • Know that remembering people who were important to them but are no longer here can cause a mixture of emotions. • Explain what gender stereotypes are in relation to career. • 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. • 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. • The importance of permission-seeking and giving in relationships with friends, peers and adults. <p>Spring- Health and Well-being (including mental health) Objectives:</p> <ul style="list-style-type: none"> • Use multiple colours in a diagram to show how they can feel more than one emotion at a time. • Describe how they would feel in a particular situation and understand that not everyone feels the same. • Understand the effect of physical activity on their body and mind.

- Describe energetic physical activities that they enjoy.
- Describe the positive effects of relaxation and know there are different ways to relax.
- Know how to use breathing exercises to relax.
- Recognise and describe what they are good at and what skills they would like to develop.
- Create a complete ladder detailing achievable steps which work towards a goal.
- Explain what a growth mindset is.
- Use strategies to stay calm during trick challenges.
- Explain that a healthy diet is when we eat a balance of the right foods, describing some consequences that may arise from poor diet choices.
- State what ingredients they can see on a dish and compare them with the food pyramid.
- Understand what helps to keep teeth healthy.
- Describe what being mindful is and know techniques that could be helpful to them.

Summer- Safety and the changing body

Objectives:

- Understand how the internet can be used to help us.
- How to remain safe online and what to do if something online makes them feel uncomfortable.
- Understand what a secret is and what a surprise is.
- Know the name of parts of the body, including those of the private parts for their gender.
- Explain the PANTS rule.
- Understand how to keep safe near roads.
- Explain the rules for crossing the road.
- Understand when we should take medicines that can help us feel better when we are unwell.
- 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.
- 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, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.
- Children to learn about the body part names (including private parts if the teacher feels appropriate).
- Children to learn about the underwear rule.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Extra units to be covered in 'Life skills'/ themed event or week:

Economic well-being

Objectives:

- Explain some ways adults get money.
- Discuss the role of bank account cards.
- Recognise wants and needs.
- Recognise the difference between a want and a need.
- Identify their skills and talents.
- Identify ways to develop their skills and talents.
- Explain why treating people equally and inclusively is important.

Transition:

Objectives:

- Children to think about their individual strengths.
- Think about new skills they will gain as they go into Year 3.
- Increase their confidence and ease their worries about entering a new year group.

First aid:

Objectives:

- To understand basic first aid.
- To understand who to contact in an emergency and what details they should share.
- How to deal with some basic first aid.
- How to eat safely.

Year 3

Autumn- Families and Relationships

Objectives:

- Understand that families are all different.

- Know that families offer each other support but sometimes they can experience problems.
- Understand that problems occur in friendships and that violence is never right.
- Understand what bullying is and what to do if it happens.
- Describe what a good listener is and know how to show that they are listening.
- Say who they trust and why.
- Understand that people can have similarities and differences and explain how differences can be a positive thing.
- Understand how toys can reinforce gender stereotypes.
- Understand that stereotypes arise from a range of factors, including some of those associated with age.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The importance of self-respect and how this links to their own happiness.
- 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.
- Learn about internet safety and harm.

Spring- Citizenship

Objectives:

- Explain that children have rights and how these benefit them.
- Explain the responsibilities adults have for supporting children's rights.
- Discuss the benefits of recycling.
- Recognise some of the different groups within the local community and how they use local buildings.
- Explain how charities support the local community.
- Describe how democracy works locally and how this affects us.
- Recognise the need for rules and the consequences of breaking rules.

Summer- Safety and the changing body

Objectives:

- 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.

- Seeking and giving people permission.
- Different types of physical contact and what is acceptable/unacceptable
- understand the importance of sleep, exercise and healthy eating.
- discuss what happens to muscles when we exercise them.
- understand they can choose what happens to their body and know when a 'secret' should be shared.
- Show an understanding that they must consider their own safety before helping others in an emergency situation.
- Understand how to help someone who has been bitten or stung.
- Write an email with instructions written using positive language.
- Create a decision tree showing how to deal with unkind online behaviour and cyberbullying.
- Send an email that describes some of the best ways to avoid being tricked by fake emails.

Extra units to be covered in 'Life skills' / themed event or week:

Economic well-being

Objectives:

- Describe how different payment methods may be used in given scenarios.
- Suggest why specific payment methods might be more beneficial.
- Explain what a budget is and how we can benefit from budgeting.
- Identify how they would feel in a money scenario.
- Understand the impact our spending choices can have on others and the environment.
- Understand that a wide range of jobs are available.
- Know that skills and interests lead people to certain jobs.
- Know that job stereotypes sometimes exist but these should not limit anyone.
- Consider why and how people might borrow money;
- Discuss the choices we have about how to spend our money;
- Explain ways we can keep track of what we spend. discuss some consequences financial decisions can have on our emotional wellbeing;
- Talk about the importance of prioritising our spending;
- Discuss advertisements that try to influence what we buy;
- Explain why it is important to keep track of what we spend;
- Discuss what is meant by ethical spending.

Transition:

	<p>Objectives:</p> <ul style="list-style-type: none"> • Children to think about their individual strengths. • Think about new skills they will gain as they go into Year 4. • Increase their confidence and ease their worries about entering a new year group. <p>First aid:</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Understand the importance of considering one’s own safety before helping others. • Understand how to help someone with bites and stings. • Learn basic first aid. • Understand how to deal with an emergency.
Year 4	<p>Autumn- Families and Relationships</p> <p>Objectives:</p> <ul style="list-style-type: none"> • 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. • Know that families offer each other support but sometimes they can experience problems. • 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. • 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 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. • Understand that problems occur in friendships and that violence is never right. • Understand what bullying is and what to do if it happens. • Describe what a good listener is and know how to show that they are listening.

- Say who they trust and why.
- Understand that people can have similarities and differences and explain how differences can be a positive thing.
- Understand how toys can reinforce gender stereotypes.
- Understand that stereotypes arise from a range of factors, including some of those associated with age.
- know there are organisations working to help people in challenging situations in other communities.
- Know what climate change is
- Recognise how actions impact people on different scales.

Spring- Mental Health and Wellbeing

Objectives:

Summer Growing up and the changing body.

Objectives:

- That healthy relationships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- name the main male and female body parts needed for reproduction;
- describe some of the changes boys go through during puberty;
- describe some of the changes girls go through during puberty;
- describe some feelings young people might experience as they grow up;
- talk about their own family and the relationships within it;
- identify similarities and differences in different loving relationships;
- identify someone they could talk to about their changing body should they need to.
- discuss ways in which people can deal with or overcome emotions experienced during puberty;
- understand and show respect for the differences between different families;
- • describe the different types of relationship that exist, without prejudice;
- show an awareness of myths surrounding pregnancy and birth;

- describe the conception and birth of a baby, using some scientific vocabulary
- consider why this topic is sensitive and difficult for some people to explore

Extra units to be covered in 'Life skills'/ themed event or week:

Economic well-being

Objectives:

- Identify and justify items they consider good value for money.
- Identify multiple factors that influence whether something is good value for money.
- Understand the importance of tracking spending.
- Identify different ways to keep money safe.
- Identify a range of influences on job choices.
- Suggest ways to respond to certain influences over career choices.
- Identify different reasons why people might change careers
- Suggest proactive steps that can be taken to challenge and overcome these stereotypes.

Transition:

Objectives:

- Children to think about their individual strengths.
- Think about new skills they will gain as they go into Year 5.
- Increase their confidence and ease their worries about entering a new year group.

First aid:

Objectives:

- Understand the importance of considering one's own safety before helping others.
- Understand how to help someone with bites and stings.
- Learn basic first aid.
- CPR training
- Understand how to deal with an emergency.

Year 5

Autumn- Families and Relationships

Objectives:

- 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.
- 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.
- understand what successful teamwork skills are;
- express opinions respectfully;
- explain what collaborative working is;
- discuss what a compromise is;
- discuss different types of unkind behaviour;
- identify ways of showing care to others in their team;
- list shared responsibilities within the class team.
- • explain different effects of unkind behaviour;
- demonstrate ways to care for others within the team;
- discuss the importance and consequences of carrying out shared responsibilities within the class.

Spring- Citizenship

Objectives:

- discuss reasons that people take financial risks.
- discuss why advertisers try to influence consumers.
- talk about how to be a 'critical consumer'.
- identify how to compare the value for money of different products.
- discuss how to make a budget.
- discuss how money can affect people's emotional wellbeing.
- discuss the fact that everyone's spending decisions will be different and this should be respected.
- explain what tax is and the ways that people pay it.
- discuss what is meant by ethical spending.
- talk about the environmental impact of fair trade, single-use plastics, recycling used goods and making use of reusable materials.

Summer- Safety and the changing body

Objectives:

- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
- The importance of self-respect and how this links to their own happiness.
- Stereotypes and media impact
- complete scenarios by advising on how to communicate feelings in different situations;
- work in groups to create a role play to show different ways to manage uncomfortable feelings;
- discuss different fight or flight situations;
- discuss the impact of making amends when a mistake has been made.
- Puberty and body changes including menstruation.
- How to look after the body during puberty changes
- describe the process from conception to birth and the needs of the foetus
- name some ways to cope with new or difficult emotions.
- define consent and autonomy;
- explain the importance of having a healthy body including vaccinations and immunisations;
- identify the implications of not getting enough sleep;
- understand why they need to change some of their habits and routines as they get older;
- identify where the pressure to try harmful substances might come from; understand that many images seen in the media are artificially enhanced;
- identify some factors that influence the choices they make about their bodies;
- understand that the choices they make about their bodies have consequences.

Extra units to be covered in 'Life skills'/ themed event or week:

Economic well-being

Objectives:

- Prioritise needs over wants.
- Manage a weekly budget.

- Understand the responsibilities and consequences of borrowing and loaning.
- Recognise the risks and considerations associated with spending money online.
- Explain why workplace stereotyping needs to be challenged.
- Describe how interests and skills align with future careers.

Transition:

Objectives:

- Children to think about their individual strengths.
- Think about new skills they will gain as they go into Year 6.
- Increase their confidence and ease their worries about entering a new year group.

First aid:

Objectives:

- Understand the importance of considering one’s own safety before helping others.
- Understand how to help someone with bites and stings.
- Learn basic first aid.
- CPR training
- Understand how to deal with an emergency.

Year 6

Autumn- Families and Relationships

Objectives:

- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- 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.
- 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.

- The conventions of courtesy and manners.
- explain what the Universal Declaration of Human Rights is;
- describe why children have their own rights;
- identify that human rights take precedence over national law and cultural and family traditions and practices;
- give reasons as to why people's rights are not always met;
- identify how we can be rights-respecting citizens;
- describe how some ideas about human rights have changed;
- share their thoughts on how human rights activists have changed the world.

Spring- Mental health and well-being

Objectives:

- describe how their thoughts, feelings and behaviours influence each other.
- explain the range and intensity of their feelings to others.
- name some strategies to deal with unhelpful thoughts.
- know how to make an informed choice.
- appreciate how making good choices can make us happy.
- understand how mindfulness techniques can be used in their everyday lives.
- describe the difference between a growth mindset and a fixed mindset.
- identify strategies for facing a challenge.
- identify and discuss uncomfortable emotions.
- Identify common choices we have to make in life.
- use basic mindfulness techniques, when guided.
- describe what makes a good learner.
- describe how their thoughts, feelings and behaviours influence each other.
- describe the difference between a growth mindset and a fixed mindset.
- identify strategies for facing a challenge

Summer- Safety and the changing body (relationships. Sex and reproduction)

Objectives:

- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- 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 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.
- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women.
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or to enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, efficacy, and options available.
- The facts around pregnancy including miscarriage
- How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.

- How the use of alcohol and drugs can lead to risky sexual behaviour.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
- The concepts of, and laws relating to, sexual consent, sexual exploitation, harassment, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- Stereotypes and media impact.
- name some ways to cope with new or difficult emotions.
- describe some of the ways in which the media fuels the notion of a perfect body.
- describe the different types of loving relationships that exist.
- use a range of key vocabulary when discussing differences in sex, gender identity and sexual orientation.
- Online relationships
- Understand some of the reasons adults decide to drink or not drink alcohol.
- Understand some ways to check that a news story is real.
- Understand how they should behave online and the impact negativity can have.
- Understand of changes that take place during puberty.
- Understand the menstrual cycle and that a male and a female are needed to conceive a baby.
- Understand that a baby changes in the womb and some of the baby's requirements during the first months of life.
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Summer- PSHE & RE unit combined, Religion, peace, and conflict.

Objectives:

- evaluate ideas forgiveness and reconciliation

- explain why war occurs, examining the factors involved and discuss the main causes.
- Describe a just war and examine different views on war and the impact of this.
- To understand pacifism and why some people are pacifists.
- Understand terrorism and radicalisation, how people get drawn into terrorism, religious views on terrorism and terrorist attacks in our society.

Extra units to be covered in 'Life skills' / themed event or week:

Economic well-being

Objectives:

- Understand feelings about money and the impact they can have.
- Explain how to safeguard money in both digital and physical environments.
- Know the money changes when moving to secondary school.
- Understand the risks of gambling.
- Explain how careers function in different settings and what roles and responsibilities come with them.
- Explore different career routes and their requirements.

Transition:

Objectives:

- Children to think about their individual strengths.
- Think about new skills they will gain as they go into secondary school.
- Increase their confidence and ease their worries about entering a new year group.

First aid:

Objectives:

- Understand the importance of considering one's own safety before helping others.
- Understand how to help someone with bites and stings.
- Learn basic first aid.
- CPR training
- Understand how to deal with an emergency.

- Recognise when someone is choking; administer first aid to a casualty that is choking; and seek medical help if required for a choking casualty.