

Carbeile Junior School Personal Development Policy



Incorporating:

PSHE

RSE

SMSC

Last reviewed: Feb 2024

Next reviewed by: ??

Introduction

At Carbeile Junior School, we have combined RSE (statutory Relationships Education and non-statutory Sex Education) with elements of PSHE (Personal, Social and Health Education) to form our overarching curriculum known as Personal Development (PD).

It should be noted that this is not to be confused with the Ofsted category of Personal Development, which of course runs through everything we do at Carbeile (a coverage document is available to view in [Appendix 1. This is a working document and therefore subject to change](#)).

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

Health Education is also statutory in all schools.

At Carbeile, we acknowledge that under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

This policy has been written to ensure we are meeting the requirements of the National Curriculum 2014 for Science and the non-statutory framework for Personal Social and Health Education (PSHE) at Key Stage 2. This policy also considers the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance issued by the DfE in 2019 as well as our SMSC content delivery.

Definition of Personal Development (PD)

Our PD curriculum, which includes statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience, and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views, and having the skills and attributes to negotiate and assert themselves now and in the future.

Intent of our Personal Development Curriculum

Our overall intention is to demonstrate and teach the skills, knowledge and understanding that pupils need to lead confident, healthy lives and to become informed, active, and responsible citizens. Children will learn about the emotional, social, and physical aspects of growing up, relationships, sex, human sexuality, and sexual health. Personal Development (PD) is taught in the context of relationships and promotes self-esteem and emotional health and wellbeing to encourage children to form healthy and meaningful relationships, based on respect for themselves and for others.

Through this policy, we work together to promote the following skills:

- Give pupils the knowledge and develop the self-esteem, confidence, and self-awareness to make informed choices and decisions.
- Encourage and support the development of social skills and social awareness.
- Enable pupils to make sense of their own personal and social experiences.
- Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle.
- Enable effective interpersonal relationships and develop a caring attitude towards others.
- Encourage a caring attitude towards and responsibility for the environment.
- Help our pupils understand and manage their feelings, build resilience and be independent, curious problem-solvers.
- Understand how society works and the laws, rights and responsibilities involved.

Implementation of the Personal Development Curriculum

At Carbeile, we believe Personal Development runs through every aspect of our teaching and learning curriculum and is seamlessly embedded into everyday learning; however, it is also taught in discrete, structured lessons, once a week in all year groups.

The **JIGSAW** programme we have adopted to deliver our PSHE curriculum has been carefully selected to ensure that it covers all Relationships and Health Education statutory requirements and because it meets the varying needs of our children. The spiral curriculum design allows children to develop their skills and learning year on year with each new unit building on the last. Children engage in discussions, debates and direct activities which promotes positive behaviour, safety, achievement, and wellbeing and supports pupil development in terms of our key values for life.

Whole School Approach:

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units), and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (unit)	Content
Autumn 1	Being Me in My World	Includes understanding my own identity and how I fit well in class, school, and global community. Jigsaw Charter established
Autumn 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1	Dreams and Goals	Includes goal setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem, and confidence as well as healthy lifestyle choices, sleep, nutrition, rest, and exercise.
Summer 1	Relationships	Includes understanding friendships, family and other relationships, conflict resolution and communication skills, bereavement, and loss.
Summer 2	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change.

We intend to provide many other opportunities, as well as stand-alone PSHE lessons, to promote pupils' development in this curriculum. These include:

- Assemblies
- Core and foundation subject- cross-curricular approach.
- Mindfulness sessions
- Playground Leaders
- Buddies
- Peer workshops
- Projects
- Invited visitors (beach safety, cyber-bullying, PCSO, Paul Stephens- Bullying and Alcohol)
- Whole school events/days
- Educational trips and visits
- Residential experiences
- Health and Wellbeing/Mindfulness days
- Lunchtime clubs
- Transition days- both KS1 to KS2 and transition to secondary school settings

- Performances
- Golden time

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatism of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me,' 'Caring friendships,' 'Respectful relationships,' 'Online relationships,' and 'Being safe.'

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Educations, some outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This comprehensive approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing,' 'Internet safety and harms,' 'Physical health and fitness,' 'Healthy eating,' 'Drugs, alcohol, and tobacco,' 'Health and prevention,' 'Basic First Aid,' and 'Changing adolescent body.'

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time , social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

For a formal break down of these areas and the objectives covered across the year, please see **Appendix 2**.

What will I see if I visit a PSHE lesson?

Establishing a safe learning environment is an essential element of good practice in PSHE. Due to the complex and sensitive subject content that are taught about and discussed, it is essential that children can engage with learning in an environment where a safe climate of trust, cooperation and support has been established. These are linked to our JIGSAW charter, which is on display every lesson and the children are actively encouraged to learn them.

- Active participation: We listen to other people's points of view respectfully and we expect to be listened to ourselves.
- Keep the conversation in the room: We feel safe discussing issues and we know that what our peers say in PSHE lessons is not to be shared with others outside the safe environment of our classroom (we do not gossip about what others have said).
- Non-judgemental approach: It is acceptable to disagree with another person's point of view, but we will not judge, make fun of, or make anyone feel inferior. We will challenge the opinion, not the person.
- Right to pass: We are encouraged to take part. However, we have the right to pass on answering a question. We will not be put 'on the spot.'
- Make no assumptions: We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings.
- Using appropriate language: We will use correct terms rather than slang.
- Asking questions: We are encouraged to ask questions and they will be valued by our teachers. We can ask questions privately when we do not want to share them with the group. Children know that they can talk to any member of school staff about issues they might be having, and the same safeguarding measures will be followed by all members of staff.
- Seeking help and advice: If we need further help or advice we know where to find it. We will encourage friends to seek help when they need it. Signposting to outside agencies, such as CHILDLINE, is also used when appropriate.

Protected Characteristics:

At Carbeile, we ensure that the curriculum delivered is age- appropriate and allows children to develop knowledge and a respectful understanding towards those who share the protected characteristics.

In the GOV.UK publication (and linked to Ofsted), ***"Inspecting teaching of the protected characteristics in schools"***, it makes it very clear that when a school is inspected, they will want to see that we can demonstrate that no form of discrimination is tolerated and that pupils show respect for the protected characteristics.

These protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation.

We are dedicated to making our school environment a safe and respectful place to learn and thrive. We keep a record of any racial, homophobic, or transphobic incidents that may occur. Our low level of incidents demonstrates the level of respect our children have for each other.

Adhering to the requirements, we will consider the age and religious background of all pupils, and we will ensure teaching is appropriate to their age and religious background, to make certain that the topics outlined in the statutory guidance are appropriately managed.

We do this by explicit PSHE (Jigsaw) lessons, our RSE and PSHE curriculum and our general every day, morals, and values which the children display daily. These are also taught explicitly in whole school assemblies. We have aligned our Jigsaw PSHE lessons to the Equality Act. The grid below shows how particular Jigsaw lessons address these themes:

Protected characteristics	What this refers to	Links to Jigsaw
Age	Where this is referred to, it refers to a person belonging to a particular age (for example 32 year olds) or range of ages (for example 18 to 30 year olds).	Celebrating Difference Ages 10-11 Piece 3: Power Struggles
Gender reassignment	The process of transitioning from one gender to another.	Celebrating Difference Ages 5-6 Piece 6: Celebrating Me. Ages 7-8 Piece 5: Gender diversity Ages 8-9 Piece 1: Judging by appearances Ages 10-11 Piece 2: Understanding difference
Being married or in a civil partnership	Marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).	Celebrating Difference Ages 7-8 Piece 1: Families

Relationships and Sex Education (RSE)

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children.

National Curriculum Science

Key Stage 2 – life processes and living things.

1. a) that the life processes common to humans and other animals include nutrition, growth, and reproduction.
2. f) about the main stages of the human life cycle.

Every child is entitled to receive relationships and sex education regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special need, disadvantaged, and looked after children.

It is our intention all children can experience a programme of relationships and sex education at a level which is appropriate for their age and physical development with differentiated provision if required.

The DfE guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

At Carbeile, we believe children should understand the facts about human reproduction before they leave primary school, so we intend to teach the non-statutory aspects of the curriculum to ensure the pupils are fully aware and prepared for the change's adolescence brings.

We define Sex Education as understanding human reproduction and the changes that occur in the human body throughout life.

Our RSE content is primarily taught through specific sessions in our Summer Term unit of 'Changing Me.' It is taught over a period of 6 weeks, with content that is age appropriate and relevant to stage of development.

Organisation

a) Who Will Teach Relationship & Sex Education?

Since Relationship & Sex Education is taught within the context of curriculum topics, the class teachers will be responsible for delivering it. Specialists from health organisations may be invited to enhance the programme. On such occasions the teacher will always remain with the class and support the visitor.

b) Handling Questions

Pupils' questions will be answered truthfully and sensitively by their class teacher with consideration given to the religious or cultural background of the child. Correct

biological language, as referenced in the JIGSAW programme, and agreed by the school, will be used.

c) Classroom Arrangements

In principle, children will receive their Relationship & Sex Education as part of a mixed class, although it may sometimes be appropriate to deal with issues in single sex groups. This will be organised at the discretion of the class teacher.

Equality

At Carbeile, we promote respect for all and value every individual child. We respect the rights of our children, their families, and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may contrast with our approach to some aspects of Relationships, Health, and Sex Education.

Our delivery of the curriculum will be delivered with a sensitive approach towards all children and their backgrounds.

Parents' right to withdraw.

Parents do not have the right to withdraw their children from relationships education. Parents do, however, have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. Before our 'Changing Me' unit is conducted, letters are sent out, consulting parents on the content of the sessions. Non-statutory coverage (if any) is highlighted with parents having the opportunity to request access to the resources used within these sessions.

Requests for withdraw should be put in writing and addressed to the Head Teacher.

Alternative work will be given to the pupils who are withdrawn from sex education.

Spiritual, Moral, Social and Cultural (SMSC) Curriculum

At Carbeile Junior School we recognise that the personal development of pupils, spiritually, morally, socially, and culturally (SMSC) plays a significant part in their ability to learn and achieve. We recognise that this development of our pupils is of fundamental importance in the 'whole child' education we strive to achieve. It supports all areas of learning and is key to a child's motivation to learn. We recognise that every child has a valuable contribution to make to the life of our school.

It is our intention to create good local, national, and global citizens, who develop good character, resilience, and grit. We therefore aim to provide a balanced and broad education that gives our children opportunities to explore and develop:

- their own values and beliefs
- their emotional and spiritual awareness
- a positive caring attitude towards other people
- an understanding of their social and cultural traditions
- an appreciation of the diversity and richness of other cultures

The values and ethos of our school support the development of the whole child.

We recognise that such development is most successful when the values and attitudes promoted by all the staff provide a model of behaviour for our pupils. These values are outlined below.

Spiritual

Explore beliefs and experiences; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.

At Carbeile Junior School we promote **spiritual development** through:

- Regular assemblies and special assemblies for events
- Celebration assemblies
- Christmas performances
- Christmas Carol Concerts
- School trips and visitors which inspire awe and wonder.
- RE curriculum
- Jigsaw PHSE Curriculum

Moral

Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.

At Carbeile Junior School we promote **moral development** through:

- Jigsaw PSHE curriculum
- School values
- School vision
- Golden Time
- Assemblies
- Supporting charities through various fundraising ideas and days.
- Supporting children across the globe to access education.

Social

Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.

At Carbeile Junior School we promote **social development** through:

- School values
- School vision
- Jigsaw PSHE curriculum
- Lunchtime monitors
- Library monitors
- Buddy system
- Parental support
- Sports day
- Story swap
- School trips
- Oracy sessions
- After school clubs
- Supporting the local community

Cultural

Appreciate cultural influences; participate in culture opportunities; understand, accept, respect, and celebrate diversity.

At Carbeile Junior School we promote **cultural development** through:

- Celebrating events e.g. Chinese New Year, Advent
- Topic Launches: curriculum themed days designed to inspire, excite, and inform the children for their upcoming topic.
- Sharing children's own personal experiences.
- Visits and visitors
- Music and dance

Promoting Fundamental British Values as part of the SMSC curriculum

At Carbeile Junior School the five key principles are embedded within the SMSC provision and may be demonstrated by these examples:

Democracy

We encourage active pupil voice through the School Council. Children are elected through a fair, democratic process and then meet regularly to make changes throughout the school. Children are enthusiastic and aware of the role their pupil voice can and will have at Carbeile Junior school.

We encourage students to voice their opinions and make time outside the lessons for them to talk. Through this process they can express their views regarding their education and personal wellbeing.

Individual Liberty

Students are actively encouraged to make their own choices and are reminded of the importance of making the best possible choice in different scenarios. Children are encouraged to differentiate between right and wrong and look at how their actions affect others.

The Rule of Law

Children are encouraged to understand the need for rules for the good of everyone.

Mutual Respect

All staff model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families.

Tolerance of those of different faiths and beliefs

We actively encourage and promote the freedom to hold your own faith and belief. We provide a safe space for staff and children to learn and understand different faiths and promote tolerance and understanding.

Each of these aspects are also carefully woven into our PSHE sessions. Our coverage of the British Values can be found in **Appendix 3**.

Impact of the Personal Development Curriculum

Children leave Carbeile fully prepared for the next steps in their school journey and the wider world. Our children have ambitious aspirations for the future, and they aspire to achieve and have a positive impact on their community. Children are empowered with the knowledge and tools they need to know how to take care of themselves, physically and mentally, and how they can stay safe and thrive in an ever-changing world.

Children know and understand their role in society; they have a sound sense of self and contribute positively to their community. They are tolerant and understand that everyone's voice should be heard, and everyone's views should be acknowledged and respected. They leave primary school armed with the core values of respect, caring, teamwork, success, pride, and learning and are confident in the knowledge that they belong and have a place within society. They are aware of their responsibility as a citizen of the modern world and have secure and developed moral foundations on which to further build.

Monitoring and Evaluation

The PSHE subject leader will carry out a programme of monitoring in line with the school's monitoring and evaluating procedures.

The PSHE subject leader, along with the leadership team, is responsible for:

- Monitoring the teaching and learning of PSHE.
- Overseeing and implementing the policy.
- Writing an annual action plan, complementing the main areas to address on the current school development plan and evaluating progress throughout the year.
- Attending INSET and providing staff with appropriate feedback and CPD opportunities.

Formative and Summative assessment tools are used throughout all areas of the Personal Development Curriculum and children's attainment levels are reported to parents termly.

This policy should be read in conjunction with these other policies and procedures:

- **Relationships and Sex Education Policy**
- **Safeguarding and Child Protection Policy**
- **SMSC Policy**
- **Oracy Policy**
- **Science Policy**

Appendix 1: Personal Development Curriculum Links

Aspect	Lower Key stage 2	Upper Key Stage 2
<p>PSHE Pupils' wider safety</p> <ul style="list-style-type: none"> ● Content on common risks (roads, fire, using equipment, medicines, strangers). 	<p>Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places.</p> <p>Medicines and drugs.</p> <p>Emergency situations.</p> <p>Year 3</p> <ul style="list-style-type: none"> ● Road safety in PSHE ● Fireworks and Bonfire Safety in PSHE ● Drugs in PSHE ● Strangers/E-Safety learning ● Beach safety talks for all year groups ● Sewing work in DT (safety of using needles) Autumn Term ● Working Scientifically across the year ● Food Hygiene and food safety during Roman topic launch <p>Year 4</p> <ul style="list-style-type: none"> ● PSHE lessons on First Aid and phoning Emergency Services ● E-Safety - keeping your personal information private, not talking to strangers online. ● Beach safety talks for all year groups ● Sewing work in DT (safety of using needles) ● Working Scientifically across the year ● Using hot glue guns and saws in DT in Autumn Term 	<p>Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places.</p> <p>Medicines and drugs.</p> <p>Emergency situations.</p> <p>Year 5</p> <ul style="list-style-type: none"> ● Financial risks (gambling) in PSHE ● Online contact/online content in PSHE and Computing ● E-safety ● Unhealthy diet (foods that affect us mentally and physically) ● Medications and vaccines in PSHE ● Exploring risks in everyday situations in PSHE ● Walking to swimming ● Personal and group safety during residential ● Sewing in DT ● Beach safety talks for all year groups ● Safe use of equipment in science (SC1) ● First aid in PSHE ● Using hot glue guns and saws in <p>Year 6</p> <ul style="list-style-type: none"> ● Learnt basic and emergency first aid ● E-safety unit computing and PSHE children think about online relationships and how to stay safe

		<ul style="list-style-type: none"> ● Science - Healthy Bodies has a focus on health and unhealthy drugs and children find out about the effects of alcohol and tobacco on the body. ● RSE session, focusing on correct terminology and consent ● Using hot glue guns and saws in Autumn Term
<p>PSHE Economic understanding</p> <ul style="list-style-type: none"> ● Choices about money, keeping it safe, saving vs spending, risks. <p>ASPIRATIONS DAY</p> <p>MY MONEY WEEK</p> <p>THE FIVER CHALLENGE</p> <p>NATWEST- MONEY SENSE WORKSHOPS</p>	<p>Decisions about money.</p> <p>Spending vs saving.</p> <p>Value vs cost.</p> <p>Keeping track of money.</p> <p>Keeping money safe.</p> <p>Year 3</p> <ul style="list-style-type: none"> ● Whole unit of money in PSHE (What is money, wants and needs, world of work, helping others- charities, advertising) ● Money in Maths <p>Year 4</p> <ul style="list-style-type: none"> ● Whole unit on money (spending habits, keeping money safe, how banks work, saving and spending and modern currency). ● Money in Maths. ● Raising and handling money for charity (Summer Term) 	<p>Money – responsible management of money. Profit and loss.</p> <p>Year 5</p> <ul style="list-style-type: none"> ● My Money Week (Spending choices, budgeting, debt, gambling) <p>Year 6</p> <ul style="list-style-type: none"> ● PSHE unit - Spending decisions and exploring risk in relation to gambling ● There is a heavy focus on the current issues that children face such as loot boxes on games like Fifa and chests on iphone games like Clash of the Clans ● Before moving into bigger spending decisions people have to make such as mortgages and bills. ● Discussions around choices of how to spend money and budget- Go Henry cards ● My Money Week (White Rose futures lessons, Inflation, Taxes)
<p>PSHE Technology & media</p>	<p>Finding information using technology.</p> <p>The reliability of online content.</p>	<p>Finding information using technology.</p>

<ul style="list-style-type: none"> ● Forms of media and their impact (reliability of online content, risks of sharing). <p>Lego WeDo days</p> <p>STEM WEEK</p>	<p>Risks of sharing text, information and images.</p> <p>Year 3</p> <ul style="list-style-type: none"> ● E-Safety Unit in Autumn Term (reliability of sources and risk of sharing information) ● Screen-time unit in Computing ● Use of technology to aid learning- information seeking, coding, animation and the make-up of the internet <p>Year 4</p> <ul style="list-style-type: none"> ● E-Safety Unit in the Autumn Term ● PSHE Unit on E-Safety (including reliable content, personal information, when it is safe to share) ● Range of media - making own websites, coding, safety whilst using the internet 	<p>How to access information efficiently with a focus on reliability of sources and content; how to manage online contact.</p> <p>Risks of sharing text, information and images.</p> <p>Year 5</p> <ul style="list-style-type: none"> ● E-safety Autumn Term focus + throughout (Computing) ● Online content and online contact (PSHE) ● Source reliability in History – exploring the past ● Coding – manipulating variables ● Multi-media presentations <p>Year 6</p> <ul style="list-style-type: none"> ● E-safety Autumn Term focus + throughout (Computing) ● Reflecting on E-safety scenarios at the start of each lesson computing lesson to ensure information is returned to and applied
<p>RSHE Relationships</p> <ul style="list-style-type: none"> ● Pupils supported to stay safe (healthy & unhealthy relationships, respect, permission, appropriate & inappropriate contact, kindness, different families). ● Content about risks (online, where to 	<p>Weekly JIGSAW sessions across all year groups</p> <p>Year 3</p> <ul style="list-style-type: none"> ● Different families discussed in RSE ● Inappropriate and appropriate contact in RSE ● Consent via touch in RSE ● Discussion about safe adults in PSHE <p>Year 4</p>	<p>Year 5</p> <ul style="list-style-type: none"> ● Diverse communities (personal identities, how are we all connected; preventing discrimination) PSHE ● Respectful relationships (identifying the features of a positive family life; recognising similarities and differences between people in the community; understanding how to respect differences within the community and classroom; defining what self-respect is and why this is important; recognising how to have and encourage polite, respectful relationships

<p>find advice, reporting concerns).</p> <ul style="list-style-type: none"> ● Supporting pupils with SEND. 	<ul style="list-style-type: none"> ● PSHE Unit on Healthy Relationships (including loss and peer pressure) ● PSHE Rap Lesson on Respect ● Relationships in RSE (Summer Term) ● Discussion about safe adults and who to talk to if they feel unsafe 	<ul style="list-style-type: none"> ● RSE Online contact PSHE – positive and safe relationships with others online. ● Music links – ballads and lyrics exploring relationships ● Pre-education risk assessment discussions about being safe when on an educational visit. <p>Year 6</p> <ul style="list-style-type: none"> ● We also look at defining stereotypes and discrimination across society - including those who are disabled - and how these stereotypes can be problematic.
<p>RSHE Sex education</p> <ul style="list-style-type: none"> ● Giving pupils knowledge to be well prepared for changes and for safe, healthy relationships. ● Gender identity, using correct vocabulary, misconceptions corrected. 	<p>Year 3</p> <ul style="list-style-type: none"> ● Body parts discussed in RSE (differences between males and females) ● Healthy relationship discussed in PSHE <p>Year 4</p> <ul style="list-style-type: none"> ● Year 4 RSE Units about Puberty and Changes (opportunities to use correct vocabulary and correct misconceptions) ● Healthy relationship discussed in PSHE 	<p>Year 5</p> <ul style="list-style-type: none"> ● RSE- puberty in males and females ● Managing personal change – physical and emotional <p>Year 6</p> <ul style="list-style-type: none"> ● Autumn 2 PSHE unit ‘Different types of relationships’ explores different types of of romantic relationships - including LGBTQ+ relationships ● They also explore what makes up healthy family characteristics ● In RSE - children discuss puberty and reproduction - it is kept relevant to things they need to maintain healthy and good mental and physical health. ● Furthermore, a lesson is dedicated to communication within a relationship and how it is important to keep open lines of dialogue and the importance of consent
<p>RSHE Physical health & well-being</p> <ul style="list-style-type: none"> ● Healthy eating. 	<p>Year 3</p> <ul style="list-style-type: none"> ● Science Unit (Animals including humans) how to eat healthy ● Physical Health and Fitness in PSHE and PE lessons 	<p>Year 5</p>

<ul style="list-style-type: none"> ● Physical health/fitness. ● Oral hygiene, sleep, sun protection, dangers of tobacco drugs & alcohol. ● Basic first aid. <p>CHILDRENS MENTAL HEALTH WEEK</p> <p>SMSC DAYS</p> <p>BRAIN BREAKS</p> <p>DAILY MILE CHALLENGE</p> <p>MINDFULNESS</p>	<ul style="list-style-type: none"> ● Sun safety lessons taught in PSHE ● Medicine (including drugs, tobacco and alcohol) in PSHE ● Session with Mr Ford- first responder, basic first aid and calling emergency services <p>Year 4</p> <ul style="list-style-type: none"> ● Science learning on healthy eating specifically linked to teeth and oral hygiene ● Physical health throughout PE lessons ● Physical and Mental Health discussed in PSHE lessons (coping strategies discussed) ● PSHE First Aid lessons (including ringing the emergency services) ● Session with Mr Ford, basic first aid, calling emergency services, equipment used in emergencies 	<ul style="list-style-type: none"> ● Be able to identify the different food groups in a balanced diet; explain what foods are not healthy and reasons why; able to plan a healthy meal (PSHE) ● PE – impact of physical exercise on physical and mental wellbeing ● Managing risk in everyday situations – medication, alcohol, drugs and impact on health and wellbeing (PSHE) ● Summer Term – reminders about hats and sun cream protection during hot weather ● Mindful minutes throughout the week ● Survival skills – residential ● First aid sessions with first responder- life saving intervention, first aid dummies <p>Year 6</p> <ul style="list-style-type: none"> ● In the science unit of healthy bodies, children are taught about the circulatory system and how to keep healthy. They find out about food types and their dietary information. Also, they have a lesson about the negative effects of drugs and alcohol on the body. ● Weekly PE lessons and give me 5 week to promote active living. ● First aid session with first responder, lifesaving skills, head injuries, choking and equipment
<p>Citizenship</p> <p>CHRISTMAS SINGING TO CARE HOMES</p> <p>LEARNING POWERS</p>	<p>Democracy and its institutions</p> <p>Voluntary community and pressure groups</p> <p>The range of different national, regional, religious and ethnic identities in the UK.</p>	<p>Democracy through history.</p> <p>Communities and how they function.</p> <p>Diversity and discrimination</p>

<p>SCHOOL COUNCIL</p> <p>RAISING MONEY FOR CHARITIES</p> <p>WEEKLY COMPETITION</p>	<p>Year 3</p> <ul style="list-style-type: none"> ● PSHE Peer Pressure <p>Year 4</p> <ul style="list-style-type: none"> ● Right and Wrong - making links to the Rule of Law ● Understanding the wider world (RE - Christianity, Hinduism, Atheism) 	<p>Year 5</p> <ul style="list-style-type: none"> ● Managing peer pressure (PSHE) ● Diverse communities - describe the different communities that we belong to; explain what diversity means; describe my personal identify in simple terms; understand that we shouldn't discriminate against others; understand that we are all connected ● Refugees and war in Ukraine ● Raise money for charity of choice ● Democracy in the context of history – Maya societies and how they functioned ● RE – exploring Islam in modern society <p>Year 6</p> <ul style="list-style-type: none"> ● We also look at defining stereotypes and discrimination across society - including those who are disabled - and how these stereotypes can be problematic ● Autumn PSHE unit 'Different types of relationships' explores different types of of romantic relationships - including LGBTQ+ relationships ● We have our school council which has elected members. In addition to our elected house captains. ● Head Boy and Girl to represent the school ● Assemblies linked to British Values to focus which can quite often link to democracy.
<p>Development of character</p> <ul style="list-style-type: none"> ● Ethos of aspiration. ● High expectations to fulfil potential. ● Wider opportunities. ● Pride in the school. 	<p>Whole school experience with Farm to Fork trail- linked to Royal Cornwall Show</p> <p>Year 3</p> <ul style="list-style-type: none"> ● Jobs and stereotypes in PSHE (exploring the qualities needed for different jobs in the future) ● Friendship unit in PSHE (How to be a good friend) 	<p>Year 5</p> <ul style="list-style-type: none"> ● Swimming lessons; ● Year 5 residential; ● Access to KS2 sporting competitions; ● Class roles and responsibilities;

<ul style="list-style-type: none"> ● Strong self-discipline. ● Consideration, respect, good manners. ● Promotion of positive character traits and celebration of these. <p>NEW UNIFORM</p> <p>INTRODUCTION OF NEW VALUES</p> <p>NEW DISPLAYS IN CORRIDORS LINKED SPECIFICALLY TO SUBJECTS</p>	<ul style="list-style-type: none"> ● Links to RE (Christianity, Judaism, Islam) ● Year group Celebration assemblies <p>Year 4</p> <ul style="list-style-type: none"> ● Raising money for Local Charity ● Year group Celebration assemblies ● PSHE lessons about healthy relationships, including friendships <p>ALL YEAR GROUPS</p> <p>Visitors workshops being organised to support children’s aspiration for their future when they live in a fairly isolated area with limited job opportunities.</p> <p>STEM jobs regularly discussed within Science and RSHE to promote aspirational thinking and attitudes</p>	<ul style="list-style-type: none"> ● Peer pressure – focus on surrounding self with people with positive traits ● Healthy, positive relationships unit PSHE ● Positive online contact – PSHE ● Year group Celebration assemblies ● Bikeability <p>Year 6</p> <ul style="list-style-type: none"> ● Year group Celebration assemblies ● We reward the characteristics of children in celebration assemblies and praise in public. ● Bikeability ● End of year celebrations- colour run, camel creek trip, beach trip ● End of year project- enterprise based- possibly young enterprise
<p>Wider opportunities</p> <ul style="list-style-type: none"> ● To develop pupils’ interests. ● To further develop character/citizenship (meaningful voluntary work and taking on responsibilities in school and the local community). ● Is there a good take-up by disadvantaged pupils and those with SEND? 	<p>Year 3</p> <ul style="list-style-type: none"> ● Spirit of Adventure (Residential Trip - available for all children) Aquarium sleepover ● Writing postcards to the elderly - links to Citizenship ● Selection of clubs available <p>Year 4</p> <ul style="list-style-type: none"> ● Raising money for Local Charity ● Selection of Children from Choir sing at Christmas lights turn on ● Local competitions linked to our learning ● Selection of clubs available 	<p>Year 5</p> <ul style="list-style-type: none"> ● Year 5 residential ● Stuarts launch- burning pudding lane ● KS2 librarians ● Playleaders role ● Sugar smart leaders ● Selection of clubs available ● <p>Year 6</p>

<ul style="list-style-type: none"> ● Is there sustained participation? ● Is there a good range of lunchtime and/or after-school clubs? ● Are curricular visits designed to ensure that pupils learn what is intended from the trip? 		<ul style="list-style-type: none"> ● Year 6 take a leadership role across the pupil parliament committees they are elected for. ● Children with SEND are on the committees and represent the school at events and clubs. ● In non-covid years children have given out cups of tea to the elderly and made them Christmas cakes during our Senior Citizens Christmas Carol Service. ● Year 6 have an activity week designed to build new and memorable life experiences they can remember for the rest of their lives. Such as kayaking on a lake or completing a zip line. ● Selection of clubs available
<p>British values</p> <ul style="list-style-type: none"> ● Democracy, the rule of law, individual liberty and mutual tolerance and respect. ● Are pupils taught that these values are precious and not seen across the world? ● Can pupils describe what life would be like (in an age-appropriate manner) what life would be like without one or more of these values? ● Does the school ensure that British values are not presented in a 	<p>Year 3</p> <ul style="list-style-type: none"> ● Consistently discussed within PSHE and RE lessons ● Half termly assemblies linked to a British Value ● Oracy- Talking Tuesday half termly linked to values and learning powers <p>Year 4</p> <ul style="list-style-type: none"> ● Consistently discussed within PSHE and RE lessons ● Half termly assemblies linked to a British Value ● Oracy- Talking Tuesday half termly linked to values and learning powers 	<p>Year 5</p> <ul style="list-style-type: none"> ● Considered use of materials for lesson e.g., range of characters depicted. ● Half termly assemblies linked to a British Value ● Oracy- Talking Tuesday half termly linked to values and learning powers ● <p>Year 6</p> <ul style="list-style-type: none"> ● Taught and revisited throughout the year during PSHE ● Half termly assemblies linked to a British Value ● During the world wars where the BV's weren't always displayed by some nations, children considered what life would have been like. ● Oracy- Talking Tuesday half termly linked to values and learning powers

<p>stereotypical manner with just cups of tea and Big Ben?</p> <p>ASSEMBLY MAP-LINKED BRITISH VALUES</p>		
<p>Inclusion and equality of opportunity</p> <ul style="list-style-type: none"> ● No-one should be treated or thought of as less favourable because they belong to a specific group. ● Are pupils taught that not to be inclusive is to be unjust to some people? 	<p>Year 3</p> <ul style="list-style-type: none"> ● Differences unit taught in PSHE (linked to how to be a good friend unit) ● Introduced to protected characteristics <p>Year 4</p> <ul style="list-style-type: none"> ● Consistently discussed within PSHE and RE lessons ● Introduced to protected characteristics ● 	<p>Year 5</p> <ul style="list-style-type: none"> ● Equal opportunities in Sport ● RE – respect of all religions/beliefs ● PSHE unit on value of diversity in communities ● Introduced to protected characteristics ● Refugees and War- How life is different for others around the world that are the same age <p>Year 6</p> <ul style="list-style-type: none"> ● We also look at defining stereotypes and discrimination across society - including those who are disabled - and how these stereotypes can be problematic ● Autumn 1 PSHE unit ‘Different types of relationships’ explores different types of romantic relationships - including LGBTQ+ relationships ● Introduced to protected characteristics ● Children in Ghana, look at lifestyles and differences to ours
<p>Spiritual, Moral, Social and Cultural development</p>		
<p>Spiritual</p>	<ul style="list-style-type: none"> ● All year groups visit places of worship throughout the year ● Assembly mapping grid with specific faith celebration discussed 	

	<ul style="list-style-type: none"> • RE lessons- explore a range of faiths/ religions and different spiritual beliefs/practises
Moral	<ul style="list-style-type: none"> • British values embedded within curriculum and regularly discussed • Children learn to make decisions centred around their behaviour and attitudes towards others • Restorative justices practised through reflective activities • Teach children the value of empathy and how to be empathic through discussion, reactive geography, collective worship, etc. • Explicit PSHE taught weekly with new skills and understanding which is built upon each year through a spiral curriculum. • Learning Powers and school values are embedded into the curriculum and used within everyday conversations
Social	<ul style="list-style-type: none"> • After school clubs • Sports events • Residentials • Class trips • STEM days • Curriculum days throughout the year • Arena sports events • PE sessions- taught about good sportsmanship and respect for others, communication and team building • Transition days • Peer evaluation in areas of the curriculum such as Art and DT • Field work in Geography • Forest school with each Year group having at least 2 sessions over the course of the year • Wider community activities such as singing to the elderly in care homes
Culture	<ul style="list-style-type: none"> • RE sessions- learning and understanding a range of different cultures, beliefs and practises • Geography- learning about different cultures and where they are geographically • Curriculum days- Earth Day and food miles • MFL- learning additional languages • Arena days linked to Olympics • English- looking at different stories, poems and information texts from around the world • Art and Music- understanding different cultures and how this informs their Art and Music styles • Local studies and how this could affect/impact aspirations within local area • Promotion of good global citizenship through Global Development Goals • Learning powers and school values • Equality and Diversity- Science- looking at a variety of scientists from all walks of life

	<ul style="list-style-type: none"> Library- exposing children to a wide range of authors and genres from different backgrounds and time periods 	
Effective pedagogy for PD <ul style="list-style-type: none"> Pupils revisit previous content. Teachers check what pupils know. Pupils' misconceptions are addressed. Relationships are positive and respectful. 	Year 3 and Year 4 <ul style="list-style-type: none"> Total Recall and Key Knowledge Facts all year groups Oracy activities throughout all lessons Relationships discussed in PSHE Units Pupil conferencing across year groups Pupil performance meetings throughout the year Tutoring for English and Maths offered to Pupil Premium and disadvantages pupils 	Year 5 and 6 <ul style="list-style-type: none"> Total Recall and Key Knowledge Facts all year groups End of unit assessments Assessment weeks Pupil conferencing across year groups Y6 moderation forms completed Flexible planning, adapted to meet needs of the class. Launch day opportunities to explore pupil starting points. Pupil performance meetings throughout the year Tutoring for English and Maths offered to Pupil Premium and disadvantages pupils
Effective assessment <ul style="list-style-type: none"> Teachers check pupils' knowledge. Formative assessment is timely and focused. Pupils have secure knowledge across elements (British values, finances etc...). 	Year 3 and Year 4 <ul style="list-style-type: none"> PSHE Spiral Curriculum (Consent in Year 3 and revisited in Year 6 - specific taught content) Total Recall and KEY KNOWLEDGE FACTS Assessment weeks and ongoing formative assessment PSHE recorded on school assessment tool as well as end of year reports 	Year 5 and 6 <ul style="list-style-type: none"> PSHE Spiral Curriculum (Consent in Year 3 and revisited in Year 6 - specific taught content) Total Recall and KEY KNOWLEDGE FACTS Assessment weeks and ongoing formative assessment PSHE recorded on school assessment tool as well as end of year reports
Effective culture for PD <ul style="list-style-type: none"> Pupils are interested and engaged in the programme. 	Year 3 <ul style="list-style-type: none"> Mummifying an orange and Roman/ Stone Age dress up days. Year 4	Year 5 <ul style="list-style-type: none"> Ancient Maya, Rivers Range of launch day, mid-point motivator and finale enrichment activities within each topic/unit.

<ul style="list-style-type: none"> ● There are high expectations of what pupils can learn. ● Content is supported by a package of wider opportunities. 	<ul style="list-style-type: none"> ● The Invaders (Anglo-Saxons), ● Beowulf visit to introduce English learning and Reading Anglo Saxon legends around campfire, making our own mythical beast (writing letter link), making bird feeders and planting seeds, raising money for charity 	<ul style="list-style-type: none"> ● Differentiated learning within each subject. ● Swimming sessions where water safety is discussed ● Fire safety when completing forest school ● Fieldwork – Geography <p>Year 6</p> <ul style="list-style-type: none"> ● Range of launch day, mid-point motivator and finale enrichment activities within each topic/unit. ● Differentiated learning within each subject. ● Launch days ● Fieldwork – Geography
<p>Effective leadership of PD</p> <ul style="list-style-type: none"> ● Monitoring, evaluation and review. ● Staff have good subject knowledge. ● Strengths and weaknesses are identified. ● There is clear continuity and progression from early years to Year 6. ● The aims of the PD programme are shared with parents. 	<p>Progression documents used when planning.</p>	

Appendix 2: PSHE Statutory Objectives

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<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 marriage 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 or unsafe, and how to seek help or advice from others if needed
Caring friendships	<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	<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

	<ul style="list-style-type: none"> • 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>Online relationships</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
<p>Being safe</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

- | | |
|--|---|
| | <ul style="list-style-type: none">• 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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Appendix 3: British Values Coverage

Being Me in My World

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

Celebrating Difference

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

Dreams and Goals

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓		✓	✓	✓
Year 1	✓		✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3			✓	✓	✓
Year 4	✓		✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓		✓	✓	✓

Healthy Me

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2		✓	✓	✓	✓
Year 1		✓	✓	✓	
Year 2		✓	✓	✓	
Year 3		✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6		✓	✓	✓	✓

Relationships

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4		✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

Changing Me

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2			✓	✓	✓
Year 1		✓	✓	✓	✓
Year 2		✓	✓	✓	✓
Year 3			✓	✓	✓
Year 4	✓		✓	✓	✓
Year 5			✓	✓	✓
Year 6			✓	✓	✓