



Hadrian Primary School

PSHE Policy

(Including

Relationships Education)

January 2024

Rationale and Ethos

At Hadrian, personal, social, health and economic (PSHE) education is an embedded part of our broad and balanced curriculum. Pupils' spiritual, moral, social and cultural (SMSC) development is at the heart of our school ethos. This policy reflects Hadrian's overarching aims and objectives in supporting our children to become healthy and responsible members of society, as well as preparing them for life and work in modern Britain (See Appendix 1 for our wider PSHE curriculum offer).

Relationships Education

Relationships Education is complemented through our PSHE One Life Scheme of Work (see Appendix 2). Relationships Education is defined as 'fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults'

Roles and Responsibilities

The Education Act and Inspections Act 2006 place a requirement on schools to promote pupils' wellbeing (as identified in the Children's Act 2004) as well as their academic achievement. We are committed to promoting the health and wellbeing of pupils, and of the whole school community, and fully recognise the important cyclical relationship between wellbeing and learning.

Legislation (Statutory Regulations and Guidance)

Current regulations and guidance from the Department for Education under the Children and Social Work Act 2017 state that from September 2020, all schools must deliver Relationships Education (in primary schools) and Relationships and Sex Education RSE (in secondary schools). It is compulsory for all schools to teach Health Education. The parental right to request to withdraw pupils from RSE (but not Relationships or Health Education) remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum.

At Hadrian, we aim to meet the needs and interests of all pupils, irrespective of age, gender, gender identity, sexuality, ethnicity, religion, disability or learning need. At Hadrian we believe it is important to ensure that the PSHE curriculum meets the need of every pupil under the Equality Act of 2010.

Teaching will take into account the age, ability, SEND, readiness, and cultural backgrounds of all children to ensure that all can fully access PSHE provision delivered to them through a spiral curriculum that will be delivered age appropriately.

Curriculum design

Our PSHE programme is an integral part of our whole school PSHE education provision and is designed to meet the unique needs of pupils, not only through the One Life spiral Scheme of Work, but through our wider curriculum offer (Appendix 1). For full subject contents of the One Life Scheme of Work please see Appendix 3.

At Hadrian, our PSHE programme of learning and wider curriculum will enable children to meet the End of Key Stage Statements as set out in the Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance 2019 (Appendix 4).

Planning

Our PSHE education using One Life is allocated on the timetable for one lesson each week. The One Life Scheme of Work includes:

- Substance Misuse
- Tobacco
- Risk Taking /Safety
- Diversity
- Emotional Health
- Coping Strategies
- Healthy Eating
- Healthy relationships/bullying
- Puberty/Growing up
- Financial Education
- British Values
- Democracy
- Citizenship
- Physical Activity
- E-Safety
- Careers

Due to our ever expanding wider provision of PSHE, along with our broad and balanced curriculum, there are overlaps with other subjects, for example Computing (E-safety), Science (recycling), PE (leading healthy active lives).

Therefore, flexibility in the timetable needs to be accounted for as objectives for PSHE education will be met outside of the allocated timetable slot.

Flexibility in the timetable is also important to allow us to respond to local/national/global events that may occur and allow us to respond to any such event in an age appropriate way.

Monitoring, reporting and assessment

Monitoring of PSHE is carried out by the PSHE Co-ordinator through learning walks, Seesaw, evidence in books, staff questionnaires, pupil discussions and questionnaires.

PSHE education is reported to parents in end of year reports. The PSHE Co-ordinator will meet annually with the Link Governor to report and update on PSHE education.

Whilst we understand that PSHE cannot be assessed in the same way as traditional subjects we still believe it is important to monitor pupil progress. Assessment has been produced through consultation with the Local Authority for Key Skills throughout the year, as well as termly foundation checks in line with all other foundation assessment.

Teaching Responsibility and Staff Training

PSHE has a designated Co-ordinator and Link Governor that will regularly monitor the subject and attend CPD from the Local Authority. The PSHE Co-ordinator will ensure there is appropriate and regular INSET for all teaching staff and HLTAs

When using external speakers to deliver aspects of our PSHE programme we will ensure that the School Visitor's Policy is adhered to.

For any sensitive subjects within RSE that are planned to be delivered, parents will be informed prior to the lesson.

Safe and Effective Practice

Throughout our One Life Scheme of Work, each term will start with a class charter/ground rules that will be displayed on every class noticeboard. The class charter aims to create the correct environment for sensitive topics and makes sure One Life feels different to other academic subjects. The class charter/ground rules will be referred back to at the start of every lesson.

If a teacher is posed with a question from children in regards to RSE, the teacher will answer this question as factually as possible drawing on their knowledge from the curriculum in an age appropriate way. Teachers and HLTA's have had training from the Local Authority on how to answer difficult or sensitive questions.

Safeguarding

At Hadrian we understand that by nature certain subjects may carry an increased risk of pupil disclosure, in cases where there is a safeguarding risk, school safeguarding policy in relation to Keeping Children Safe in Education 2018 will be followed. In all other cases; concerns will be recorded on CPoMS and pupils will be supported by the Inclusion Manager, Deputy Head or Head Teacher. All external contributors will be informed of our safeguarding policy prior to working with the children. We also recognise there may be disclosures that aren't safeguarding issues, but opportunities to support the child. If this occurs staff may refer or suggest local or national support services or information for pupils and/or their families.

Along with Local Authority training for Teachers and HLTAs on answering sensitive and difficult questions; if the question raises potential safeguarding concerns, staff should respond in a way that will allow them time to seek advice from the Inclusion Manager, Deputy Head or Head Teacher by replying with for instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer.'

Links to Other School Policies

This Policy compliments the following policies:

- Child protection/safeguarding
- Extremism
- Anti-Bullying
- Relationships and sex education
- Online safety
- Drug education and the management of drug-related incidents
- Attendance
- Behaviour
- Inclusion
- School Visitors

Engaging stakeholders

This policy has been produced through engagement with the Local Authority, Governors, Teaching Staff, Parents and Children as well as guidance from the PSHE Association.

We will communicate with parents and carers through Hadrian's school website, Hadrian's Facebook Page as well as letters to parents and discussions during parent meetings. As a school we feel it is important to keep parents informed about what we will be discussing so that they can support their child's learning and answer any questions they may have at home.

Outside visitors are used to enhance the curriculum of SMSC overall. Visitors are required to follow the ethos of this policy in line with Hadrian's School Visitor policy.

PSHE Policy review date

This policy will be reviewed in January 2022 by the PSHE Coordinator. This will ensure that the policy continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

Appendices

Appendix 1

Wider PSHE wider curriculum offer

Appendix 2

One Life Scheme of Work Guidance

Appendix 3

One Life Scheme of Work Overview

Appendix 4

End of Key Stage Statements

Appendix 1: Wider PSHE wider curriculum offer

Foundation	<ul style="list-style-type: none"> • EYFS Curriculum links including sharing, following rules • Police Visits
Year 1	<ul style="list-style-type: none"> • Lighthouse Visit • Road Safety
Year 2	<ul style="list-style-type: none"> • Road Safety • Centre for Life • Yoga • Guided Meditation • Fundraising • Kidsafe
Year 3	<ul style="list-style-type: none"> • Gardening
Year 4	<ul style="list-style-type: none"> • Nexus Project
Year 5	<ul style="list-style-type: none"> • Relax Kids • Mindful art • SSFC football • Hoops 4 Health • Science – animals including human • Health care service delivering talks to girls • Beacon Centre First Aid • Northumbria Police Project – Mini Police • Little Rescuers – First Aid Training
Year 6	<ul style="list-style-type: none"> • Mini Medics • Police visits: anti bullying, knife crime, cyber bullying, staying safe • Operation Encompass - Relationships and emotions • SafetyWorks! - staying safe outside of school • Puberty talk with nurses • ESafety lessons on cyber bullying and staying safe online • Mindful projects such as ART with Anna Lou to relax the children before and after SATs • RAP event - reducing accidents at play - discusses first aid, drug use, staying safe, making a 999 call, dealing with gas emergencies, fire etc. • Make £5 grow • Dogs Trust
Whole School Participation	<ul style="list-style-type: none"> • Operation Encompass – Next Steps • Mindful art • Theraplay • Mental Health Trainee support (We Eat Elephants) • Dogs in Schools • Emotional Resilience Support • LEGO Therapy • Assemblies • Early Help and CP programmes provide support at home-boundaries • Inclusion Quality Mark • Music Festival • Summer Spectacular • Mela Cultural Event • Children in Need • Comic Relief • Nurture group including: <ul style="list-style-type: none"> ○ Sharing emotions, safe space, OG, bereavement ○ Good to be me program ○ Team work, collaboration, supporting others ○ Communication ○ Board games ○ Bowling ○ Life skills – public transport, paying for things, ordering ○ New experiences including restaurants, museum and art galleries, Beamish, Seven Stories, Regular Library visits

Appendix 2

One Life Scheme of Work Guidance



One Life Primary Guidance Pack

Background

Social and emotional aspects of learning (SEAL) is a comprehensive, whole-school approach to promoting the social and emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and well-being of all who learn and work in schools (Department for Education 2010)

Following on from the finding of the 'Review of Emotional Health and Wellbeing Education Programmes for Children and Young People in South Tyneside' undertaken by Claire Mawson (Senior Public Health Advanced Practitioner) , it was identified that school staff wanted a comprehensive PSHE programme to follow that embedded SEAL within a variety of other topics.

What is 'One Life'?

'One Life' is a brand name that was developed around five years ago by students in Boldon Comprehensive. It was originally intended for Secondary PSHE but from pupil feedback we have decided to expand the brand so it follows children throughout their school career.

One Life is the brand given to a Primary PSHE scheme of work.

The following resources embed SEAL within a whole school PSHE programme. The scheme of work includes

- Substance Misuse
- Tobacco
- Risk Taking /Safety
- Diversity
- Emotional Health
- Coping Strategies
- Healthy Eating
- Healthy relationships/bullying
- Puberty/Growing up
- Financial Education
- British Values
- Democracy
- Citizenship
- Physical Activity
- E-Safety
- Careers

Why PSHE is Important?

PSHE education gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.

These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

How does One Life help schools hit their statutory duties?

Under section 78 of the Education Act 2002 and the Academies Act 2010, schools must provide a 'balanced and broadly-based curriculum' which promotes *'the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life'*.

PSHE education makes a major contribution to schools fulfilling this duty.

Schools also have duties in relation to promoting pupil wellbeing and pupil safeguarding ([Children Act 2004](#)) and community cohesion ([Education Act 2006](#)). Paragraph 41 of statutory guidance on [Keeping Children Safe in Education](#), the Department for Education states that *'schools should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities. This may include covering relevant issues through PSHE...'*

The [Equality Act 2010](#) also places duties on schools not just to address prejudice-based bullying but also to help to prevent it happening, and in doing so to keep protected characteristic groups safe. PSHE education, with its focus on identity and equality, can help schools to fulfil this duty.

Maintained schools have further statutory duties to:

- Promote children and young people's wellbeing (defined in the Children Act 2004 as *'the promotion of physical and mental health; emotional wellbeing; social and economic wellbeing; education, training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect.'*)
- Promote community cohesion ([Education and Inspections Act 2006](#); [Education Act 2002](#)).

Preparing to Teach 'One Life'.

Schools should have an appropriate policy in place to ensure that parents and the wider community understand what is being taught. The policy should explain why PSHE is important, why it is taught, how it will be taught and how it will be assessed and evaluated. (See appendix 1- Sample Policy).

All governors and school staff should be introduced to the idea of One Life and should be able to comment on what the programme is. Teaching staff should feel prepared to teach One Life and have adequate training which is kept up to date. The programme should be valued and staff should take ownership over different subject areas.

School may want to inform parent/carers and the programme should be outlined on the school website. The wider community should be made aware- for instance outside visitors may want to design their delivery around the content or they may support the school staff on some of the delivery eg) the Fire Service may support the safety lessons.

Creating the Correct Environment

Every term starts with a class charter. The purpose of a class charter is to create the correct environment for sensitive topics and makes sure One Life feels different to other academic subjects. Ground rules or a class charter protects the teaching staff and the pupils and makes sure that lessons run smoothly. This can be displayed and referred back to if issues arise.

(See appendix 2 –sample class charter)

Format of One Life

The spiral curriculum starts in Year 1 and follows the children through to Year 6. The distribution of the lessons complements key campaigns throughout the year such as Anti-bullying Week.

The scheme of work includes one lesson per week per term. The lessons are designed to be flexible to fit to be slotted in for schools who do not teach discreet PSHE.

Learning Activities

One Life uses open learning activities which suit the ethos of PSHE. All learning activities used in 'One Life' allow opportunities for discussion and debate. Open learning activities provide an opportunity for students for pupils to develop their skills, knowledge and attitude. Never underestimate the impact of children debating or discussing- even practising using language or talking about feelings can help them develop key skills for the future.

How should 'One Life' be assessed?

To be successful independent learners, children and young people need regular opportunities to reflect on and identify what they have learned, what needs to be learned next and what they need to do to continue their learning. Teachers also need to be clear about the progress and achievements of the pupils they teach, and how their learning might be improved.

To enable this to happen, assessment has to be an integral part of the teaching and learning in all subjects, including PSHE education. However, the personal nature of PSHE education means that it cannot be assessed in the same way as most other subjects and it would be inappropriate for assessment in PSHE education to imply passing or failing 'as a person'. It *is* however possible to recognise and evidence progress and attainment in the knowledge, understanding, skills and attributes PSHE strives to develop.

For each new topic, module, or series of lessons, an initial activity is carried out that gauges pupils' starting point in terms of their existing knowledge, skills, attitudes and beliefs. This is used to inform the teacher's planning for that module. Then, at the end of the topic, module, or lesson an activity is carried out which allows pupils to demonstrate the progress they've made since doing the baseline activity. For example, pupils do a 'mind-map' of everything they know, think or believe and questions they have about the new topic, then at the end of the module they take a different coloured pen and revisit their original mind-map, adding to it, correcting previous misconceptions, answering their original questions and so on. This will demonstrate the progress they have made and can also be used to measure attainment against a set of success criteria identified by the teacher.

There are a number of activities which involve the children writing/drawing. A blank exercise book or a file maybe useful for the children to collect evidence. Also photographs of group/ project work can act as good evidence of whole class work.

Monitoring and Evaluating 'One Life'.

'One Life' can be monitored using a version of the Healthy Schools PSHE Monitoring sheet (see Appendix 3). By evaluating One Life, a school can quantify how successful a programme is. PSHE has the potential to generate some real life outcome examples such as referrals to support services or a really interesting discussion where pupil attitudes are explored and challenged.

Great outcomes from PSHE programmes may be outcomes such as

- X pupils were referred to bereavement counselling following a disclosure in a lesson about families
- X number of safeguarding concerns were reported to safeguarding lead
- One child disclosed they were being bullied after a lesson and was offered support
- 30 children were given ChildLine leaflets to take home

Impact of One Life

Teaching and support staff need to feel equipped to deal with issues or concerns as they arise during teaching of sensitive subjects. There is nothing wrong with saying to pupils 'shall we learn about this together?' or 'That question is a really good one- can I go away and find the best answer for you- I'll get back to you as soon as I can'. These techniques are incredibly helpful if a child asks something that is age inappropriate or you need some time to put together an appropriate answer.

Teachers should also have a list of useful websites/ key contacts they can talk to to find out more information. See Appendix 4.

List of Appendices

Appendix 1	Sample Policy
Appendix 2	Sample Class Charter
Appendix 3	Healthy Schools PSHE Monitoring
Appendix 4	Useful Websites /Key Contacts

Appendix 1

**PSHE
A Policy Guideline**

School Information:	Name of school
Background Information:	Number on role, religious and ethnic mix, SEN information
Date Policy Written:	
Review Dates:	
Consultation:	Statement on who should be consulted – e.g. staff, pupils, parents, carers, community, governors, outside agencies
Dissemination:	Statement on who should receive and read the document
Definition:	Statement defining PSHE What is PSHE?
Policy Statement / Vision:	Statement defining ethos of school – Why PSHE should be taught How PSHE supports the core mission of the school and the values framework for PSHE
Aims:	Statement on aims To develop To support To encourage To deliver To raise To enable To promote
Relation to School Aims:	Statement on relationship to whole school aims – How the school ethos supports PSHE

Teaching and Learning Style:	<p>Statement on appropriate teaching and learning methods-</p> <p>What teaching and learning styles are appropriate in this subject?</p> <p>What are the teaching methods and approaches advocated?</p>
Organisation:	<p>Statement on how PSHE is organised –</p> <p>Who is responsible for coordinating the subject and who teaches it?</p> <p>How are all pupils included? What extra provision is there for pupils with learning difficulties? How will the needs of pupils with specific needs be met?</p> <p>How will cross curricular links be addressed?</p> <p>Special events supporting PSHE</p>
Relationships to other Curriculum Areas:	<p>Statement on links to other curriculum areas –</p> <p>E.g. Drug education, Emotional Health and wellbeing, Safety, Healthy eating, sex and Relationships</p>
Assessment, Recording and Reporting:	<p>Statement on –</p> <p>What is going to be assessed, including values, ability to know and recognise feelings, knowledge attitudes and skills.</p> <p>How will learning be assessed including self, peer and teacher learning</p>
Monitoring and Evaluation:	<p>Statement on –</p> <p>Name of person who will monitor implementation.</p> <p>Date of next review</p>
Responsibilities:	<p>Statement on –</p> <p>Who is responsible for co-ordinating the subject and who teaches it</p>
Staff Training:	<p>Statement on –</p> <p>Opportunities for staff CPD</p>
Resources Available:	Resources appendix
Relation to other policies:	<p>Statement on related policies</p> <p>e.g. Child Protection, Safety, Anti-bullying, Anti-racism, Behaviour, Inclusion, Drug Education Sex and Relationships, Emotional Health and Wellbeing, Citizenship, Equal Opportunities, Confidentiality</p>

Appendix Two

Sample Class Charter/Ground Rules

Respect one another

There is no such thing as a silly question

Keep examples anonymous- use 'My Friend.....'

Adults in the room will keep confidentiality unless they think you or someone else may be in danger. Adults cannot guarantee that other pupils will keep confidentiality so only share what you are comfortable sharing

Use the words you feel comfortable with

Listen to others

Direct any challenges to the teacher rather than the person who said it

We will support those who are less confident

We will make a positive contribution

We have the right to 'pass' if you do not feel comfortable



PSHE Monitoring and Evaluation Review

This document has been written to support the monitoring and evaluation of PSHE across the whole curriculum. It is intended to be a guidance document that can be developed and adapted according to need.

The document provides a template for all school staff to consider whether the PSHE programme of work has been adhered to, how it can be improved, and how to ensure that PSHE is a holistic part of school life with, planned in relation to other areas of the curriculum. It is recommended that this review takes place each half term. The pupil evaluation template can be used as required by teaching staff. It is advised that this should be used at least once per half term, or at the end of a series of sessions on one theme. Alternatively, it can be used by the PSHE co-ordinator with a focus group of pupils to review the programme of work, ensuring that pupil needs are met within the PSHE curriculum

Benefits for teachers

This document supports teachers to,

- Review current provision for PSHE
- Identify where PSHE is taught in other curriculum areas
- Consider areas for development
- Evaluate pupil response to lessons

Benefits for the PSHE co-ordinator

This document supports the PSHE co-ordinator to,

- Review and plan for whole school PSHE provision
- Identify and map PSHE provision in other curriculum areas
- Identify areas for development
- Provide assessment, evaluation and monitoring opportunities

Benefits for Senior Managers

This document supports Senior Managers in the following ways.

- To complete the SEF by providing evidence of PSHE implementation and possible impact
- To identify CPD needs in relation to PSHE
- To plan for moderation of the teaching and learning of PSHE by Senior Management team
- To provide evidence for the Governor's Annual report to parents

Benefits to pupils

- This document provides pupils with the opportunity to
- Provide feedback for the monitoring and evaluation of the PSHE programme of work

- Actively participate in the planning and development of successive programmes of work for PSHE

Name	Year Group
PHSE Theme	

<i>From the plans for PSHE for this half term, what have you covered within PSHE lessons?</i>	<i>Have you covered any areas of planned PSHE in other curriculum areas? If so, what and where?</i>	<i>Have you covered any areas of PSHE during this half-term which were not planned within the existing PSHE programme of work? If yes, please state what and where.</i>
<i>What were the most effective lessons? How were they planned? How were pupils grouped? Did you have involvement from other adults/agencies?</i>	<i>How were pupils involved in the lesson development, implementation and/or evaluation? How do you know that pupils have developed knowledge, skills and attitudes in PSHE?</i>	<i>What resources, including story books, did you use to support the teaching of PSHE this term?</i>

<i>What have been the intended outcomes of the PSHE programme of work taught this half-term?</i>	<i>Have there been any unintended outcomes of the work? Please specify</i>	<i>On a scale of 0-10, with 0 being the lowest, how confident do you feel in teaching these PSHE themes?</i> <i>Do you feel that you would like additional training and development? If so, please state support reqd.</i>
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<p>Relative to other curriculum areas, are there any aspects of the PSHE programme of work, that would complement other work studied this half-term?</p>	<p>In the future, when working on this theme, how can you involve pupils further?</p>	<p>Considering what has been taught this half-term, are there any areas for development?</p>
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What has been the impact on pupils of the PSHE programme of work?

PSHE Pupil Evaluation Name:	Year Group:
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<p>Is there anything you did not like about your PSHE lessons this term? If so, what?</p>	
<p>What other things would you have liked to learn about/discuss?</p>	
<p>Write one sentence about how you might change your behaviour in relation to what you have learned this half-term.</p>	
<p>Do you have any other comments that might help your teacher in planning PSHE lessons?</p>	

Appendix 4

Primary PSHE Key Website- For Children, Teachers and Parents

Healthy Eating/ Physical Activity

<https://campaignresources.phe.gov.uk/schools>

Puberty

<http://www.bbc.co.uk/science/humanbody/body/interactives/lifecycle/teenagers/>

Bullying/ Healthy Relationships

<http://www.bullying.co.uk/>

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/>

<https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/>

<http://thehideout.org.uk/young-people/adults-young-people-and-domestic-abuse/resources/educational-toolkit/>

Emotional Health

<https://childline.org.uk/>

<http://www.youngminds.org.uk/>

Financial Education

<https://www.pfeg.org/>

<https://www.young-enterprise.org.uk/>

Citizenship

<http://www.gogivers.org/>

<http://www.citizenshipfoundation.org.uk/main/page.php?427>

Democracy

<http://www.parliament.uk/education/>

Substance Misuse

<http://mentor-adepis.org/>









Internet Safety



















<https://www.thinkuknow.co.uk/>














Appendix 3

One Life Scheme of Work Overview

One Life Scheme of Work Overview

Year 1	Autumn 1 Making Choices	Autumn 2 Anti-bullying	Spring 1 Being healthy	Spring 2 Feelings	Summer 1 Asking for help	Summer 2 Responsibilities
	Making a class charter	How to make friends	Hygiene	Likes and dislikes	How to ask for help 	Effective listening
	Getting to know each other	Understanding why we fall out	Growing and Changing	Being proud and special	Recognise when we are loved	Expressing opinions
	Problem Solving	Angry Feelings	Different families	Feeling worried 	Thoughts feelings & behaviours	Right or wrong choices
	Happy playtimes 	Bullying	Being healthy	Staying calm and relaxed	Dealing with worries 	What living things need
	Making Choices	Hazards in the home	Personal goals	Standing up for yourself 	Helping each other	Responsibilities
Year 2	Autumn 1 Recycling	Autumn 2 Anti-bullying	Spring 1 Money	Spring 2 Food	Summer 1 Difficult choices	Summer 2 We are all unique
	Making a class charter	What are medicines	Money	Where food comes from	Special people 	Boys and girls
	Getting to know one another	Household chemicals	Affording something	Custom & ritual	People that help 	Lifecycle
	Communities	Being healthy	Needs vs Wants	Chocolate Project 1	Different families	We are all unique
	Saving energy/Recycling	Real vs Imagery hazards	Different meanings of being rich	Chocolate Project 2	Difficult choices	I can make change happen
	Pollution	Anti-bullying 	Simple goals	Chocolate Project 3	People and places around the world	Changing my behaviour

Year 3	Autumn 1 Working in a group	Autumn 2 Anti-bullying (safety)	Spring 1 Overcoming barriers	Spring 2 Feeling good about yourself	Summer 1 Making decisions	Summer 2 Democracy
	Creating a class charter	The importance of friends	Difference & touch 	Similarities and differences 	Where to go for help 	Different jobs
	Gifts & Talents	Finding solutions when we fall out with friends 	Different types of families	Feeling good about yourself 	Taking responsibility 	Role of local council
	Exploring feelings 	Staying calm	What makes people happy	Surprise & disappointment 	Dealing with worries 	Voting & debating
	Working in a group	What to do in an emergency	What makes people healthy	Hide or show feelings 	Making decisions 	Making changes to school & the local area 1
	Happy playtimes	Keeping yourself safe 	Overcoming barriers	How to stand up for myself 	Class worry time 	Making changes to school & the local area 2
Year 4	Autumn 1 Saving our planet	Autumn 2 Anti-bullying (peer pressure)	Spring 1 Charities	Spring 2 Fairtrade	Summer 1 Fighting Prejudice	Summer 2 Wishes hopes & dreams
	Class charter	Risks 	Money	Cost of chocolate	Difference & similarities	Human lifecycle
	How laws are made	Legal & illegal drugs	How to pay for goods	Fairtrade	Connectedness	Children & adults
	Ways to save energy	Drugs	Family expenses	The Media 	Prejudice	Wishes hopes & dreams
	Ways to save water	Alcohol	How to plan & budget	Power of the Media 	Gender stereotypes	Embrace positive changes
	Climate change	Peer Pressure 	Charities	Media Stereotypes	Different jobs people do	Dealing with unwanted changes

Year 5	Autumn 1 Role models	Autumn 2 Anti-bullying (cyber-bullying)	Spring 1 Changes in puberty	Spring 2 Assertiveness	Summer 1 Ways to support one another	Summer 2 Laws & rules
	Class charter	Different types of friendship	Changes in puberty	Respecting opinions 	Where to go for help 	Consequences of crime
	Personal gifts & talents	Managing conflict	Personal hygiene	Risky choices 	Uncomfortable feelings 	Laws & rules
	Exploring feelings	Managing my anger	Wellbeing through puberty	Not following the crowd 	Boost up and put downs 	Voting & debating
	Communication skills	Cyber bullying 	Effective learning	Assertiveness 	Forgiveness 	Improving my local community 1
	Understanding role models	Responding to an emergency	Positive role models	Bullying 	Ways to support one another 	Improving my local community 2
Year 6	Autumn 1 Sustainability	Autumn 2 Anti-bullying (Risk)	Spring 1 How money is earned	Spring 2 Customs & rituals	Summer 1 Different types of relationships	Summer 2 Transition & moving on
	Class charter	Risk and pressure	How money is earned 1	Different foods	Identity	Puberty
	Understanding democracy	Legal & illegal drugs	How money is earned 2	Customs & rituals	Different types of relationships 	Responding to changes
	Environment	All about smoking	Group presentations	Chocolate we eat	Stereotyping	Transition & moving on
	Climate change	All about alcohol	Project evaluation	Where chocolate comes from	Put downs and conflicts	Saying goodbye
	Sustainability	Keeping safe in your local area 	Reductions & expenses	What is Fairtrade	Ending friendships	Leaving activity

Appendix 4

End of Key Stage Statements

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>