

## **P.S.H.E (Learning for Life)**

### **Personal, Social, Health and Social Education Policy 2025 (RSE Incorporated)**

#### **How we teach P.S.H.E (Learning for Life)**

At Wroxall Primary we understand the importance of teaching children how to embrace the challenges of creating a happy and successful adult life, children need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Children can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts during their childhood and leading into adult life. Everyone faces difficult situations in their lives. PSHE can support children to develop resilience, to know how and when to ask for help, and to know where to access support.

As part of a whole-school approach, PHSE education develops the qualities and attributes children need to thrive as individuals, family members and members of society. Our whole school approach is developed through consideration of SMSC, British Values and Mental Well-being as well as any current affairs potentially affecting children's thought processes. For this reason, children are also asked to assess the topics learnt against the British Values or School Values on each of the learning intentions. This is based on children's own personal views with justifications.

We educate and encourage our children to live healthy, safe, productive, capable, responsible and balanced lives whilst supporting them in transitioning through the various stages of life. Equally, we educate children in understanding the link between P.S.H.E and 'Learning for Life'. For this reason and to promote a sense of individuality children are asked to record their learning in a scrapbook manner which is personal to themselves.

Our PHSE curriculum provides regular, discrete lesson time where children have the opportunity to ask questions openly or anonymously through individual classroom discussion boxes. This supports opportunities for children to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

Our lessons encourage children to be

- safe and secure in their everyday practises
- self-assured, confident and positive people who can articulate feelings with balanced justification,
- respectful of our civil/criminal laws and public institutions,
- mindful of their decisions, including the impact they have on others and the wider community,
- respectful of their own culture as well as the culture of others – their customs, traditions, dress, food etc.
- respectful of democracy, the rule of law and individual liberty,
- respectful and tolerant of difference faiths and beliefs,
- fair and balanced when discussing political views,
- understanding of both current and historical affairs whilst presenting their own views without promotion or disrespect towards others.

**At Wroxall Primary we encourage our children to wonder, question, criticise and apologise whilst remaining inclusive and respectful to self and others. All of which will assist them in recognising, accepting and shaping their own identities.**

### **How we plan learning for PSHE**

Units of work are guided through HappyMinds, an NHS organisation which are focused on prevention not cure. HappyMinds offer an interactive bank of life skill resources which have been created to support Mental Well-being through children understanding neurodiversity in a child friendly manner. Wroxall's long term curriculum plan also incorporates PSHE, SMSC development, and safeguarding, and has recently been updated to support the new statutory changes in Health Education and Relationships Education. Our long-term plan covers topics which have been mapped from not only the HappyMinds scheme but also the PSHE Association's Programme of Study, all of which can be used cross-curricular.

In addition to the above, Wroxall Primary advocate British Values being explicitly linked with Learning for Life, with children being prompted to justify a potential connection with British Values after each taught unit. Linking learning to British values improves children's spiritual, moral, social, and cultural (SMSC) development. British values underpin what it is to be a British citizen in a modern and diverse Britain, and promote moral and cultural understanding that celebrates the diversity of the UK. Children learn about having a voice within their community whilst appreciating the importance of listening to the views of others. Combining British Values with the PSHE curriculum offers discrete units of work whilst promoting British Values and recognising the challenges of life in modern Britain whilst promoting the importance of spiritual, moral, social and cultural understanding.

**Class Long Term teaching plan - Year R**

**Cycle A**

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
LFL	<p><b>Autumn 1 Reception P1</b> Meet the brain (3 lessons) Celebrate (3 lessons)</p> <p><b>Autumn 2 Reception P1</b> Appreciate (3 lessons) Plus – suggested extra activities remaining weeks.</p>	<p><b>Spring 1 Reception P1</b> Relate (3 lessons)</p> <p><b>Spring 2 Reception P1</b> Engage (3 Lessons)</p>	<p><b>Summer 1 RSE</b> Inside my wonderful body! Children will be able to:</p> <ul style="list-style-type: none"> <li>• name major internal body parts (heart, lungs, blood, stomach, intestines, brain);</li> <li>• understand and explain the simple bodily processes associated with them.</li> </ul> <p><b>Summer 2</b> Cohort Check Look at CPOMS and behaviour records – decide on which area needs revisiting and access the extra activities for further embedment. What is our greatest need for our cohort of children?</p>

**Class Long term plan teaching plan – Year R**

**cycle B 2024-25**

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
LFL	Repeat.	Repeat	<p><b>Summer 1 RSE</b> Inside my wonderful body! Children will be able to:</p> <ul style="list-style-type: none"> <li>• name major internal body parts (heart, lungs, blood, stomach, intestines, brain);</li> <li>• understand and explain the simple bodily processes associated with them</li> </ul> <p><b>Summer 2</b> Cohort Check Look at CPOMS and behaviour records – decide on which area needs revisiting and access the extra activities for further embedment. What is our greatest need for our cohort of children?</p>

Class Long Term teaching plan - Year 1/Year 2

Cycle A

	Autumn Term	Spring Term	Summer Term
LFL – Cycle A	<p><b>Autumn 1 Year 1 P2</b> Meet the brain (5 lessons)</p> <p><b>Autumn 2 Year 1 P2</b> Celebrate (4 lessons) Appreciate (3 lessons)</p>	<p><b>Spring 1 Year 1 P2</b> Relate (3 lessons) Engage (4 lessons)</p> <p><b>Spring 2</b> Healthy Eating and Exercise Hygiene</p>	<p><b>Summer 1 RSE</b> Relationships/Computer Safety - Body Language/Image Sharing Children will be able to:</p> <ul style="list-style-type: none"> <li>• to recognise and name a range of feeling,</li> <li>• understand why we should care about other people's feelings,</li> <li>• to see and understand bullying behaviours,</li> <li>• to know how to cope with these bullying behaviours,</li> <li>• to understand that feelings can be shown without words,</li> <li>• see a situation from another person's point of view,</li> <li>• understand computers, the internet and rules to keep safe,</li> <li>• understand how your online activity can affect others,</li> <li>• to identify the positives and negatives of using technology,</li> <li>• know how and who to ask for help.</li> </ul> <p><b>Summer 2</b> Look at CPOMS and behaviour records – decide on which area needs revisiting and access the extra activities for further embedment. What is our greatest need for our cohort of children?</p>

Class Long term plan teaching plan –Year 1/Year 2

cycle B 2024-25

	Autumn Term	Spring Term	Summer Term
LFL – Cycle B	<p><b>Autumn 1 Year 2 P3</b> Meet the brain (5 lessons)</p> <p><b>Autumn 2 Year 2 P3</b> Celebrate (4 lessons) Appreciate (3 lessons)</p>	<p><b>Spring 1 Year 2 P3</b> Relate (3 lessons) Engage (4 lessons)</p> <p><b>Spring 2 Year 2 P3</b> Keeping Safe Change</p>	<p><b>Summer 1 RSE</b> Relationships/Computer Safety - Body Language/Image Sharing Children will be able to:</p> <ul style="list-style-type: none"> <li>• to recognise and name a range of feeling,</li> <li>• understand why we should care about other people's feelings,</li> <li>• to see and understand bullying behaviours,</li> <li>• to know how to cope with these bullying behaviours,</li> <li>• to understand that feelings can be shown without words,</li> <li>• see a situation from another person's point of view,</li> <li>• understand computers, the internet and rules to keep safe,</li> <li>• understand how your online activity can affect others,</li> <li>• to identify the positives and negatives of using technology,</li> <li>• know how and who to ask for help.</li> </ul> <p><b>Summer 2 Cohort Check</b> Look at CPOMS and behaviour records – decide on which area needs revisiting and access the extra activities for further embedment. What is our greatest need for our cohort of children?</p>



**Class Long term plan teaching plan – Year 5/6**

**Cycle A**

	Autumn Term	Spring Term	Summer Term
LFL – CYCLE A	<p><b>Autumn 1 Year 6 P7</b> Meet your brain (3 lessons) Celebrate (2 lessons)</p> <p><b>Autumn 2 Year 6 P7</b> Appreciate (2 lessons) Relate (2 lessons) Engage (2 lessons)</p>	<p><b>Spring 1</b> Healthy Lifestyle Keeping Safe - Alcohol</p> <p><b>Spring 2</b> Economic Wellbeing First Aid Recap</p>	<p><b>Summer 1 RSE</b> <b>Growing and Changing - Conception</b> Children will be able to: •explain the terms ‘conception’ and ‘reproduction’, •describe the function of the female and male reproductive systems, •identify the various ways adults can have a child, •explain the various different stages of pregnancy, •identify the laws around consent</p> <p><b>Summer 2 Year 6 Transition</b> Meet your brain (3 lessons) Celebrate (3 lessons) Appreciate (2 lessons) Relate (2 lessons) Engage (2 lessons)</p>

**Class Long term plan teaching plan – Year 5/6**

**Cycle B 2024-25**

	Autumn Term	Spring Term	Summer Term
LFL – CYCLE B	<p><b>Autumn 1 Year 6 P7</b> Meet your brain (3 lessons) Celebrate (2 lessons)</p> <p><b>Autumn 2 Year 6 P7</b> Appreciate (2 lessons) Relate (2 lessons) Engage (2 lessons)</p>	<p><b>Spring 1</b> Healthy Lifestyle Keeping Safe - Alcohol</p> <p><b>Spring 2</b> Economic Wellbeing First Aid Recap</p>	<p><b>Summer 1 RSE</b> <b>Growing and Changing - Conception</b> Children will be able to: •explain the terms ‘conception’ and ‘reproduction’, •describe the function of the female and male reproductive systems, •identify the various ways adults can have a child, •explain the various different stages of pregnancy, •identify the laws around consent.</p> <p><b>Summer 2 Year 6 Transition</b> Meet your brain (3 lessons) Celebrate (3 lessons) Appreciate (2 lessons) Relate (2 lessons) Engage (2 lessons)</p>

The specific content of PHSE education will constantly evolve as the world changes. Wroxall Primary seek to cover evolving topics such as LGBTQ+, vaping and any other topics needing to be addressed directly for our cohort of children. The Long-Term Curriculum Plan includes scheduled prompts for class teacher to seek advice from the school Family Liaison Officer with regards to specific needs of our children. Furthermore, the school Family Liaison Officer will keep class teachers informed of any specific subjects needing to be addressed during Learning for Life lessons.

To ensure coverage of all P.S.H.E topics, as recommended by the P.S.H.E Association. some modules and lesson plans will need to be supported through additional resources as deemed appropriate by the subject lead, headteacher and class teacher. Additional websites offering free resources have been highlighted within Appendix A alongside an outline of the additional topics needing coverage throughout the academic year.

These topics have also been scheduled into the Curriculum Long Term Plan, using various subheadings, and teachers have been made aware of Appendix A outlining the additional knowledge and skills needing to be taught to enable children to make safe and informed decisions throughout their life.

Children are given the opportunity to explore their attitudes, values and beliefs about current issues and to develop the skills, language and strategies necessary to manage varying issues should they encounter them.

### **How we assess learning in P.S.H.E (Learning for Life)**

Assessing learning in PHSE is a combination of teacher assessment and pupil self- and peer assessment.

Teachers can incorporate baseline assessments through mind mapping techniques whereby children record previous knowledge before starting the chosen topic, adding to the mind map once the topic has been researched, studied, discussed and debated. Activities are provided to support assessment but teachers are encouraged to 'bubble up' where appropriate and record whole class discussions on Seesaw, particularly in Year R, or evidence through photos in their P.S.H.E journals or the P.S.H.E floor book.

The model of assessment that is most meaningful compares where a child is at the end of a lesson or series of lessons against where they were before the lesson(s). The benchmark against which progress is measured is the child's own starting point. Children themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PHSE education lessons is essential, so ensuring children have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process.

At Wroxall Primary we **are not** looking for extensive documentation – our priority is evidence of positive impact and, taking this into account, Wroxall Primary believe that P.S.H.E exercise books should be considered the same as a child's diary. A place where thoughts and feelings can be expressed freely without them having to worry about presentation, spelling, punctuation etc. (**Roary Pownall – Ofsted's subject lead for Personal, Social and Health Education**).

That said, it is important for children to understand they have a voice which is important and entitled to be heard. This in turn, requires children to exhibit patience, listening skills and positive oracy and debate skills. For this reason, children will also be taught how to have an opinion, oppose an opinion and justify opinions in a positive and respectful manner. See additional Appendix B for examples of class resources.

Children will also understand that although their exercise books are a place for recording thoughts without repercussions, as teachers our duty of care towards safeguarding children within the school remains of upmost important and that content could be shared with other adults in school if deemed necessary.

### **Children with SEND**

At Wroxall our aim is that a broad and balanced curriculum with support and challenge should be accessible to all children, including those with SEND. Children who are identified as having SEND or additional needs will have an individual support plan. The provision and targets identified within the plan may well have relevance to learning in PHSE as well as English or maths. As such the class teacher will seek to vary learning within lessons to ensure its

accessibility to all children. Support could include: finding alternative ways of recording understanding, reducing the need for writing if possible/appropriate; using visual cues/checklists to support learning; overtly teaching associated vocabulary; providing split-inputs/pre-teaching where needed.

### **Curriculum coverage and progression of skills in P.S.H.E (Learning for Life)**

Within each academic year, children will study a range of PHSE topics.

In both Key Stage 1 and Key Stage 2, children are taught PHSE as a freestanding subject, covering a specific topic in each learning block. The table below shows the RSHE topics that are currently delivered.

## **APPENDIX A**

<https://healthyschoolsnorthyorks.org/resources-for-schools/personal-social-and-emotional-development-psed/>

<https://www.bbc.co.uk/teach/topics/cqvpy0867zt>

<https://www.allresources.co.uk/school-resources/lesson-plans/> Ebooks from £2.99 (12 upwards so more suitable for upper KS2).

<https://www.thenational.academy/teachers/programmes/rshe-pshe-secondary-ks3-l/units> KS3 content – ensure suitable for your children.



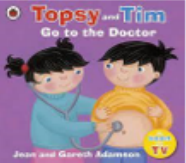
<https://learning.nspcc.org.uk/services/talk-relationships/download-resources> RSE Resources

<https://www.brook.org.uk/resources/> RSE Resources

<https://lifelessons.co.uk/resource-type/downloadable/>

# APPENDIX B

## Reception Class

All about me	People Who Help Us	Early Learning Goals.
<p><b>Autumn 1</b></p> <p>Owl babies-families Pumpkin soup-sharing and friendships</p> <p>Supporting texts: The colour monsters- feelings and emotions and how we regulate them.</p> <p>The family books</p> <p>Have you filled a bucket today?</p> 	<p><b>Spring 2</b></p> <p style="text-align: center;">People who help us</p>  <p>Topsy and Tim go to the Dr's <b>Links to:</b> Hygiene Staying healthy and safe Safe people to trust/strangers</p>  <p>Emergency- Margret Margo</p>	<p><b>Personal, Social and Emotional Development</b></p> <p><b>Self-Regulation</b></p> <p><b>ELG Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>Managing Self ELG Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships ELG Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others;</li> <li>• Form positive attachments to adults and friendships with peers;</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul> <p>In addition to the above – EYFS implement the following into their learning.</p> <p><b>Autumn 1:</b> Settling into my new class and forming new relationships. Caring for our friends. Talking about how we can be a good friend with stories- Pumpkin Soup. Understand the feelings of others. Introducing the Zones of Regulation, How do I feel? Learning to wash our hands properly. Caring for the classroom environment. Manage personal hygiene. Healthy eating through snack time, using the toilets.</p> <p><b>Autumn 2: Road Safety/ Getting lost/ Learning to share / Best friends / Indoor Voice</b></p>

## Year One/Two

### Healthy Eating and Exercise

H2. about foods that support good health and the risks of eating too much sugar.

H3. about how physical activity helps us to stay healthy; and ways to be physically active every day.

H10. about the people who help us to stay physically healthy.

H37. about things that people can put into their body or on their skin; how these can affect how people feel. (Drugs/Alcohol/Nicotine)

## **Hygiene**

H5. simple hygiene routines that can stop germs from spreading.

H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.

## **Keeping Safe**

H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.

H8. how to keep safe in the sun and protect skin from sun damage.

H28. about rules and age restrictions that keep us safe.

H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters).

H31. that household products (including medicines) can be harmful if not used correctly.

H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.

H33. about the people whose job it is to help keep us safe

H36. how to get help in an emergency (how to dial 999 and what to say).

L1. about what rules are, why they are needed, and why different rules are needed for different situations.

## **Change**

H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.

H27. about preparing to move to a new class/year group.

## **Year Three/Four**

### **First Aid 3**

H35. about what to do if there is an accident and someone is hurt.

H36. how to get help in an emergency (how to dial 999 and what to say).

### **Online Safety**

R14. that sometimes people may behave differently online, including by pretending to be someone they are not.

R15. how to respond safely to adults they don't know.

R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually).

R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.

L1. about what rules are, why they are needed, and why different rules are needed for different situations.

L7. about how the internet and digital devices can be used safely to find things out and to communicate with others.

L8. about the role of the internet in everyday life.

L9. that not all information seen online is true.

### **Community**

L2. how people and other living things have different needs; about the responsibilities of caring for them. L3. about things they can do to help look after their environment.

L4. about the different groups they belong to. L5. about the different roles and responsibilities people have in their community.

H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about – link to behaving safely, becoming a positive member of society.

### **Economic Wellbeing**

L10. what money is; forms that money comes in; that money comes from different sources.

L11. that people make different choices about how to save and spend money.

L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want.

L13. that money needs to be looked after; different ways of doing this.

L15. that jobs help people to earn money to pay for things.

L16. different jobs that people they know or people who work in the community do.

L17. about some of the strengths and interests someone might need to do different jobs.

### **Year Four/Five**

#### **Healthy Lifestyle**

H5. about what good physical health means; how to recognise early signs of physical illness

H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.

H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.

H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.

#### **Keeping Safe - Smoking**

H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.

H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).

H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.

H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.

H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines). H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping.

H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.

#### **First Aid**

H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe.

H43. about what is meant by first aid; basic techniques for dealing with common injuries.

H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.

#### **Relationships - Ensure this is included in the RSE Sessions**

- H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.
- R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.
- R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.

### **Online**

- R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.
- R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.
- R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.
- R26. about seeking and giving permission (consent) in different situations.
- R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online).
- R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online.
- L11. recognise ways in which the internet and social media can be used both positively and negatively.
- L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.
- L13. about some of the different ways information and data is shared and used online, including for commercial purposes.
- L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.
- L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.
- L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.

### **Community**

- L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).
- L7. to value the different contributions that people and groups make to the community.
- L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities. Incorporate LGBTQ+

### **Year Five/Six**

#### **Healthy Lifestyle**

- H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it.
- H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.

H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking).

H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

### **Keeping Safe - Alcohol**

H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.

H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).

H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, ecigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.

H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.

H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines).

H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping.

H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.

### **Relationships - Ensure this is included in the RSE Sessions**

H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.

R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.

R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.

### **Economic Wellbeing**

L17. about the different ways to pay for things and the choices people have about this.

L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.

L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).

L20. to recognise that people make spending decisions based on priorities, needs and wants.

L21. different ways to keep track of money.

L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.

L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations.

L24. to identify the ways that money can impact on people's feelings and emotions

L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life.

L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them. L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).

L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.

L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.

L31. to identify the kind of job that they might like to do when they are older. L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university).

## APPENDIX C

*P.S.H.E is a safe place for discussion.*

*Discussion stays in the classroom*

*(unless a teacher needs to discuss things further).*

*We listen and respect others views.*

*We are welcome to our say.*

*It is ok to disagree (politely).*

*Always ask the question you need to ask.*

*Remember, there are grown ups you can speak to in school*

*Too shy, write me a note.*



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Discussion stays in the classroom (unless a teacher has to talk to someone),



We listen and respect others views,



We are welcome to our say,



It is ok to disagree, politely.



Always ask the question you need to ask,



Remember, there are grown-ups you can speak to in school,



Too shy, write me a note.



### STARTING OFF a DEBATE

I think...  
In my opinion...  
I believe...



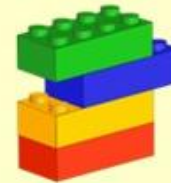
### AGREEING

I agree with \_\_\_\_\_ because...  
You have persuaded me because...  
Following on from \_\_\_\_\_'s point...



### BUILDING ON a POINT

I would like to add...  
Linking to \_\_\_\_\_'s idea...  
Adding to what \_\_\_\_\_ said...



### JUSTIFYING

I know this because...  
I would like to explain...  
I know someone that...



### DISAGREEING (POLITELY)

I can see your point but...  
I disagree with \_\_\_\_\_ because...  
That's a valid point, but have you thought about...



### IN THE MIDDLE

I haven't decided because...  
I can see both sides of this argument because...  
I am feeling unsure about this because...





Date:

LI: I understand what online bullying could look like.

Year 4/5  
RSHE

Success Criteria:

I can identify a positive online relationship,

I can identify situations resembling online bullying.

Signpost:

Remember you can speak to grown ups in school if you have any concerns.

Which British Value could this link to?



Tolerance



Democracy



Rule

of



Law



Mutual Respect



Individual



Liberty

Explain.



Ready



Respectful



Safe

**I agree!**



**I disagree!**



**I'm not sure...**



## Debate Questions.

Children should choose what they learn in school?

Is digital technology making children's lives better?

Computers should replace teachers?

Is it ok to bully a bully?

Is being scared of nothing better than being scared of everything?

Can a blind person be racist?

Can anything be a toy?

Do violent video games make violent children?

Do parents have the right to look at your mobile phone?

Should homework be banned?

Do aliens exist?

Should school uniform be banned?

Should children receive community service as a consequence to their actions?

Should the school fine families for items destroyed in school?

Should children be accountable for using apps they are not old enough to use?

Does social media isolate us?

There are two genders: male and female.

Should students be held 'legally' responsible for bullying?

Are single sex schools better for students?

Should parents be prosecuted if their children are caught vaping?