

Four Lanes Federation

Date created:	September 2023
Review period:	3 years
Governing Committee Responsible:	Full Governing Board

PSHE (including RSHE) Education Policy

1. How this Policy was developed

This policy was written by the Senior Leadership Team and developed in consultation with parents, teachers and other school staff, governors and the pupils at our school. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the schools' governing body.

2. Legal requirements of schools

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 (Year 6).

Health Education is also statutory in all schools¹.

At the infant and junior schools, 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.

3. What Personal, Social, Health and Economic (PSHE) education including Relationships Education is

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education,² 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.

The schools' PSHE provision supports the schools' aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire schools' curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

¹ Except Independent Schools where PSHE education remains statutory.

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

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

4. How PSHE education, including Relationships Education, is provided and who is responsible

At the infant and junior schools, we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. The school council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject leaders, Miss P Walker (junior school) and Mrs S Bradbury (infant school), work in conjunction with teaching staff in each year group and the year leaders and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the



SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

5. What is being taught

The SCARF medium term planning for Early Years Foundation Stage, Key Stage 1 and Key Stage 2, can be found in the appendices.

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mind set (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. Within National Curriculum Science in Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

6. How PSHE education, including Relationships Education, is taught

PSHE lessons are taught in class in their timetabled PSHE lesson, throughout the whole year in their usual classes, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques. In Years 4, 5 and 6, children are split into same sex groupings to cover some of the curriculum content. For example, when learning about what the menstruation cycle is and why it occurs, children will be in a group with peers of the same gender.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the school's safeguarding procedures/child protection policy which can be found on the school website.

Support is provided to children experiencing difficulties on a one-to-one basis, via our Emotional Literacy Support Assistants (ELSAs). Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside age appropriate books which can be found in the library.

7. How PSHE education is monitored, evaluated and assessed

We use three methods of monitoring and assessing learning within PSHE:

SCARF Progress

For each of the six units we carry out a specially designed pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This allows both teacher and child to see what progress has been made over the course of each half- termly unit of lesson plans.

SCARF Success

At the end of a unit we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

Wearing my SCARF

This approach encourages children to reflect personally on their learning. They can record what they found helpful, thought-provoking, challenging and where their learning might take them to next. This also plays a key role in helping us to evaluate the programme.

This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

The PSHE education subject lead gives the head teacher an annual summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified.

8. How the delivery of the content will be made accessible to all pupils

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Individual Learning Plans (ILPs).

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bisexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

9. Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child, the headteacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through termly letters home. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own families values in regards to relationships and sex alongside the information they receive at school.

10. Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the schools' websites. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE education be required, please contact the school office in the first instance.

11. Sources of Further Information

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000) (2011)

This policy should be read in conjunction with the following school policies:

- Safeguarding and Child Protection Policies
- Anti-bullying Policy
- Equality Policy
- DfE 'Keeping children safe in education'

Appendix 1 – infant school curriculum map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Me & My Relationships <ul style="list-style-type: none"> Transitions Rules All about me People who help us (school) Feelings Getting help 	Valuing Difference <ul style="list-style-type: none"> Anti-bullying week Recognising and respecting difference Being kind and caring 	Keeping Safe <ul style="list-style-type: none"> Asking for help Staying safe inside and out People who help us (wider world) Being safe online 	Rights and Respect <ul style="list-style-type: none"> Taking care Making choices Looking after things: friends, environment, money 	Being my Best <ul style="list-style-type: none"> Making healthy choices for eating Growth mindset Move your body Good sleep routines 	Growing and Changing <ul style="list-style-type: none"> Life cycles Girls and boys Changes in seasons Getting bigger
Year 1	Me & My Relationships <ul style="list-style-type: none"> Transitions Feelings Getting help Classroom Rules Good friends 	Valuing Difference <ul style="list-style-type: none"> Anti-bullying week Recognising, valuing and celebrating difference Developing tolerance Our special people 	Keeping Safe <ul style="list-style-type: none"> Medicine safety How our feelings keep us safe Keeping healthy Good and bad touches 	Rights and Respect <ul style="list-style-type: none"> Getting and looking after money Taking care of things and other people Our school environment 	Being my Best <ul style="list-style-type: none"> Healthy eating Good hygiene Growth mind-set and persistence Praise and listening 	Growing and Changing <ul style="list-style-type: none"> Getting help Surprises and secrets Becoming independent Body parts Healthy me
Year 2	Me & My Relationships <ul style="list-style-type: none"> Transitions Feelings/self-regulation Being a good friend Bullying and teasing Our school rules and bullying 	Valuing Difference <ul style="list-style-type: none"> Anti-bullying week What makes us who we are? Being kind and helping others Listening skills My special people 	Keeping Safe <ul style="list-style-type: none"> Safe and unsafe situations Appropriate touch Medicine safety Trusted adults who can help 	Rights and Respect <ul style="list-style-type: none"> Co-operation and self-regulation Personal and private information Looking after our environment Saving money 	Being my Best <ul style="list-style-type: none"> Looking after my body Growth mind-set and the learning process Good choices What does my body do? 	Growing and Changing <ul style="list-style-type: none"> Being supportive Dealing with loss My body, your body Respecting privacy Unsafe secrets Stages of growth

Year	Autumn 1 Me and My Relationships	Autumn 2 Valuing difference	Spring 1 Keeping safe	Spring 2 Rights and respect	Summer 1 Being my best	Summer 2 Growing and changing
Year 3	<p>As a rule – WALT: Explain why we have rules and the importance of them.</p> <p>Looking after our special people – WALT: Suggest strategies for maintaining positive relationships.</p> <p>How can we solve this problem? – WALT: Rehearse and demonstrate simple strategies for resolving given conflict situations.</p> <p>Friends are special – WALT: Identify qualities of friendships.</p> <p>Thunks – WALT: Express opinions and consider those of others, even if they are different.</p> <p>Dan's dare – WALT: Explain what a dare is and understand no-one</p>	<p>Respect and challenge – WALT: Give examples of respectful language and how to challenge another's viewpoint respectfully.</p> <p>Family and friends – WALT: Recognise that there are many types of families.</p> <p>My community – WALT: Define the term 'community' and recognise the benefits that come with belonging to a community.</p> <p>Our friends and neighbours – WALT: Identify similarities and differences between a diverse range of people.</p> <p>Let's celebrate our differences – WALT: Recognise the factors that make people</p>	<p>Safe or unsafe? – WALT: Identify situations which are safe or unsafe and suggest strategies for keeping safe.</p> <p>Danger or risk? – WALT: Define the words 'danger' and 'risk' and explain the difference between the two.</p> <p>The Risk robot – WALT: Identify risk factors in given situations and suggest ways of reducing or managing those risks.</p> <p>Super searcher – WALT: Recognise potential risks associated with browsing online and give examples of strategies for safe online browsing..</p>	<p>Helping each other to stay safe – WALT: Identify key people who are responsible for us to stay safe and suggest ways we can help these people.</p> <p>Recount task – WALT: Understand the difference between 'fact; and 'opinion'.</p> <p>Our helpful volunteers – WALT: Define what a volunteer is and recognise some of the reasons why people volunteer.</p> <p>Can Harold afford it? – WALT: Understand the terms 'income' 'savings' and 'spending'.</p> <p>Suggest items and services around the home that need to be paid for.</p>	<p>Derek cooks dinner! (healthy eating) – WALT: Explain what is meant by the term 'balanced diet' and give examples of foods.</p> <p>Poorly Harold – WALT: Explain how simple hygiene can help reduce the risk of illness spreading.</p> <p>Suggest medical and non-medical ways of treating illness.</p> <p>Body team work – WALT: Name major internal body parts and explain how food, water and air get into the body and blood.</p> <p>For or against? – WALT: Develop skills in discussion and debating an issue.</p>	<p>Relationship tree – WALT: Identify different types of relationships</p> <p>Body space – WALT: Understand what is means by the term 'body space'.</p> <p>None of your business – WALT: Identify what personal information is and when it is not appropriate or safe to share this</p> <p>Secret or surprise – WALT: Define the term 'secret' and 'surprise' and understand the differences between them.</p> <p>Basic first aid – WALT: Explain how to call emergency services efficiently if necessary.</p>

	<p>has the right to force me to do a dare.</p> <p>OPTIONAL: Tangram Team Challenge – WALT: Define and demonstrate cooperation and collaboration.</p> <p>My special pet – WALT: Explain and understand some of the feelings someone might have when they lose something important to them.</p>	<p>similar to and different from each other.</p> <p>Zeb – WALT: Explore why people have prejudices views and understand what this is.</p>	<p>Help or harm? – WALT: Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</p> <p>Alcohol and cigarettes: the facts – WALT: Identify some key risks from and effects of cigarettes and alcohol.</p> <p>OPTIONAL: Raisin challenge (1) – WALT: Understand and explain decision-making skills.</p>	<p>Earning money – WALT: Explain that people earn their income through their jobs.</p> <p>Harold's environment project – WALT: Evaluate and explain different methods of looking after the environment.</p> <p>OPTIONAL: Let's have a tidy up! – WALT: Explain whose responsibility it is to look after the local environment. Plan and carry out an events which will help the local environment.</p>	<p>Empathise with different viewpoints.</p> <p>I am fantastic! – WALT: Identify our achievements and areas of development.</p> <p>Top talents – WALT: Recognise my own skills and explain some of the different talents people have and how skills are developed.</p> <p>OPTIONAL: Getting on with your nerves! – WALT: Demonstrate how working collaboratively can help everyone achieve success. Understand and explain how the brain sends and receives messages.</p>	
Year 4	<p>Human machines – WALT: Demonstrate strategies for working on a collaborative task.</p> <p>OK or not ok? (Part 1) – WALT: Explain what is meant by a 'positive heathy relationship'</p>	<p>LEANS UNIT 1 AND LEANS UNIT 2 TO BE COVERED DURING THIS UNIT.</p> <p>Can you sort it? – WALT: Understand the need to manage conflict or differences</p>	<p>Danger, risk or hazard? – WALT: Define the terms 'danger, risk hazard' and explain the difference between them.</p> <p>How dare you! – WALT: Suggest</p>	<p>Who helps us stay healthy and safe? – WALT: Define what is meant by the term 'responsible' and describe the various responsibilities of</p>	<p>What makes me ME – WALT: Appreciate my own uniqueness and identify ways in which everyone is unique.</p> <p>Making choices – WALT: Recognise there are time when I will</p>	<p>Moving house – WALT: Describe some of the changes that happen to people during their lives.</p> <p>My feelings are all over the place! – WALT: Name some</p>

	<p>OK or not ok? (Part 2) – WALT: Recognise there may be times when I need to say ‘no’ to a friend and describe appropriate strategies for doing this.</p> <p>An email from Harold! – WALT: Describe different feeling and how they can affect our physical state. Explain how different words can express intensity of feelings.</p> <p>Different feelings – WALT: Recognise that different people can have different feelings in the same situation.</p> <p>Under pressure – WALT: Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</p> <p>OPTIONAL:</p>	<p>and suggest ways of doing this, through ‘negotiation’ and ‘compromise’.</p> <p>What would I do? – WALT: Suggest strategies for dealing with someone who is behaving aggressively.</p> <p>The people we share our world with – WALT: Define the word ‘respect’ and demonstrate ways of showing respect to others’ differences.</p> <p>That is such a stereotype! – WALT: Understand and identify stereotypes, including those shown in the media.</p> <p>Friend or acquaintance? – WALT: Give examples of features of different types of relationships, including how I influence what is shared.</p>	<p>strategies for managing dares.</p> <p>Keeping ourselves safe – WALT: Describe stages of identifying and managing risk and suggest people I can ask for help to do this.</p> <p>Raisin challenge (2) – WALT: Understand that we can be influenced both positively and negatively.</p> <p>Picture wise – WALT: Identify images that are safe/unsafe to share online. Know and explain strategies for safe online sharing. Understand and explain the implications of sharing images online without consent.</p> <p>Medicines: Check the label – WALT: Explain safety issues for medicine use.</p>	<p>those who help me to stay healthy and safe.</p> <p>It’s your right – Understand humans have rights and responsibilities. Identify some rights and the responsibilities that come with these.</p> <p>How do we make a difference? – Recognise that everyone can make a difference with a democratic process.</p> <p>In the news! – WALT: Define the word ‘influence’. Form and present my own ideas and opinions based on factual information and express or present these in a respectful and courteous manner.</p> <p>Safety in numbers – WALT: Explain the role of the bystander and how it can influence bullying or other anti-social behaviour.</p>	<p>make the same choices as my friends and times where I won’t.</p> <p>SCARF hotel – WALT: Plan a menu which gives a healthy balance of foods from across the food groups.</p> <p>Harold’s seven R’s – WALT: Suggest ways the seven Rs can be applied to different scenarios.</p> <p>My school community (1) – WALT: Identify qualities and attributes of people who support the school community.</p> <p>Basic first aid – WALT: Understand how to make a clear and efficient call to emergency services if necessary. Demonstrate the concepts of basic first-aid. (Example dealing with common injuries, including head injuries).</p> <p>OPTIONAL:</p>	<p>positive and negative feelings.</p> <p>All change! – (BOYS AND GIRLS SEPARATE FOR THIS LESSON) WALT: Identify parts of the body that males and females have in common and those that are different</p> <p>WALT: Understand and explain why puberty happens.</p> <p>Preparing for changes at puberty – (BOYS AND GIRLS SEPARATE FOR THIS LESSON) WALT: Know the key facts of the menstrual cycle.</p> <p>Secret or surprise - WALT: Recognise how different surprises and secrets may make me feel.</p> <p>Together – WALT: Understand what is meant by ‘marriage’ and discuss reasons for this.</p>
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	<p>When feelings change – WALT: Demonstrate a range of feelings through facial expressions and body language. Recognise that feelings might change towards someone or something once they have further information.</p>	<p>Islands – WALT: Understand that I have the right to protect my personal body space.. Recognise how others' non-verbal signals indicate how they feel when people are close to their personal space. Suggest people I can talk to if I feel uncomfortable with other people's actions towards me.</p>	<p>Suggest strategies for limiting the spread of infectious diseases.</p> <p>OPTIONAL: Know the norms – WALT: Understand some of the key risks and effects of smoking and drinking alcohol.</p> <p>Traffic lights – WALT: Identify strategies for keeping personal information safe online.</p> <p>Describe safe behaviours when using communication technology.</p>	<p>Recognise that I can play a role in influencing outcomes of situations by my actions.</p> <p>Why pay taxes? – WALT: Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'. Understand how a payslip is laid out showing both pay and deductions.</p> <p>OPTIONAL: Logo quiz – WALT: Understand some of the ways that various environmental organisations work to help take care of the environment.</p> <p>Harold's expenses – WALT: Define the terms 'income' and 'expenditure' and prioritise items of expenditure from least essential to most essential.</p>	<p>Volunteering is cool – WALT: Use the 5 ways to wellbeing theory to suggest why some people might volunteer.</p>	
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<p>Year 5</p>	<p>Collaboration challenge! – WALT: Describe the attributes needed to work collaboratively.</p> <p>Give and take – WALT: Describe strategies for resolving difficult issues or situations.</p> <p>How good a friend are you? – WALT: Demonstrate how to respond to a wide range of feelings in others. Reflect on my own friendship qualities.</p> <p>Relationship cake recipe – WALT: Identify what things make a relationship unhealthy. Identify who I could talk to if I needed help.</p> <p>Our emotional needs – WALT: Recognise basic emotional needs, understand that they change according to circumstance.</p>	<p>LEANS UNIT 3, 4 AND 5 TO BE COVERED DURING THIS UNIT.</p> <p>Qualities of friendship – WALT: Describe ways of making a friendship last and explain why friendships sometimes end.</p> <p>Kind conversations – WALT: Demonstrate respectfulness in responding to others and respond appropriately.</p> <p>Happy being me – WALT: Develop an understanding of discrimination and its injustice. Empathise with people who have been, and currently are, subjected to injustice. Consider how discriminatory behaviour can be challenged.</p> <p>The land of the Red People – WALT: Describe the benefits</p>	<p>Spot bullying – WALT: Demonstrate strategies to deal with both face-to-face and online bullying. Demonstrate strategies and skills for supporting others who are bullied.</p> <p>Play, like, share – WALT: Recognise disrespectful behaviour online and know how to respond to it.</p> <p>Decision dilemmas – WALT: Explore and share my views about decision making when faced with a risky situation.</p> <p>Ella's diary dilemma – WALT: Suggest ways of standing up to someone who gives a dare.</p> <p>Vaping: healthy or unhealthy? – WALT: Describe some of the health risks caused by vaping.</p>	<p>What's the story? – WALT: Express my opinions on an issue concerning mental health and wellbeing.</p> <p>Fact or opinion? – WALT: Understand what biased reporting is and the need to think critically about the things we read.</p> <p>Mo makes a difference – WALT: Give examples of voluntary groups, the work they do and its value.</p> <p>Rights, respect and duties – WALT: Define the differences between rights, responsibilities and duties and discuss what can make them difficult to follow.</p> <p>Spending wisely – WALT: State the costs involved in producing and selling an item.</p> <p>Lend us a fiver! – WALT: Define the</p>	<p>It all adds up – WALT: Know the basic functions of the four systems covered and know they are inter-related.</p> <p>Different skills – WALT: Identify areas that need improvement and describe strategies for achieving those improvements.</p> <p>My school community (2) – Explain what being part of a school community means to me and suggest ways of improving the school community.</p> <p>Independence and responsibility – WALT: Identify ways that I can help the people who help me stay healthy and safe.</p> <p>Star qualities – WALT: Recognise that the way people are portrayed in the media isn't always an accurate reflection.</p>	<p>How are they feeling? – WALT: Use a range of words and phrases to describe the intensity of different feelings.</p> <p>Taking notice of our feelings – WALT: Describe strategies for dealing with situations in which I may feel uncomfortable.</p> <p>Dear Ash – WALT: Identify situations where someone might need to break a confidence in order to keep someone safe.</p> <p>Growing up and changing bodies - (BOYS AND GIRLS SEPARATE FOR THIS LESSON) WALT: Know what menstruation is and why it happens</p> <p>Changing bodies and feelings -(BOYS AND GIRLS SEPARATE FOR THIS LESSON) WALT: Know the correct words for external body parts</p>
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	<p>Being assertive – WALT: Identify characteristics of passive aggressive and assertive behaviours.</p> <p>OPTIONAL: Communication – WALT: Understand that online communication can be misinterpreted.</p>	<p>of living in a diverse society and explain the importance of mutual respect for different faiths and beliefs.</p> <p>Is it true? – WALT: Understand that the information we see online, either text or images, is not always true or accurate. Recognise that some people post things online about themselves that aren't true to be liked by others.</p> <p>Stop, start, stereotypes – WALT: Recognise some people are bullied because of the way they express their gender.</p> <p>OPTIONAL: It could happen to anyone – WALT: Identify the consequences of positive and negative behaviour on themselves and others. Give examples of how individual/group</p>	<p>Would you risk it? – WALT: Identify risk factors in a given situation and consider outcomes of risk taking in this situation, including emotional risks.</p> <p>OPTIONAL: 'Thinking' about habits – WALT: Explain what a habit is and describe why and how a habit can be hard to change.</p> <p>Drugs: True or false? – WALT: Understand some of the complexities of categorising drugs. Know that all medicines are drugs but not all drugs are medicines. Understand ways in which medicines can be helpful or harmful and used safely or unsafely.</p> <p>Smoking: what is normal? – WALT: Understand the actual norms around smoking and the reasons for</p>	<p>terms 'loan', 'debt', 'credit' and 'interest' and suggest advice for a range of situations.</p> <p>OPTIONAL: Local councils – WALT: Understand that local councillors are elected to represent their local community. Explain some of the areas that local councillors are responsible for.</p>	<p>Describe star qualities that 'ordinary' people have.</p> <p>Basic first aid, including sepsis awareness – WALT: WALT: Understand how to make a clear and efficient call to emergency services if necessary. Demonstrate the concepts of basic first-aid. (Example dealing with common injuries, including head injuries).</p>	<p>Help! I'm a teenager get me out of here - (BOYS AND GIRLS SEPARATE FOR THIS LESSON) WALT: Understand and explain the emotional changes our bodies go through as we get older.</p> <p>OPTIONAL: Dear Hetty – WALT: Suggest ways to help someone who is separated from someone or something they like.</p>
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		actions can impact on others in a positive or negative way.	common misperceptions of these.			
Year 6	<p>Working together – WALT: Describe and implement the skills needed to work collaboratively on a task.</p> <p>Solve the friendship problem – WALT: Suggest strategies for dealing with challenges in a friendship, demonstrating the need for respect and an assertive approach.</p> <p>Behave yourself – WALT: Recognise and empathise with patterns of behaviour in peer-group dynamics. Suggest strategies for dealing assertively with a situation where someone under pressure may do something I feel uncomfortable about.</p> <p>Assertiveness skills – WALT: Demonstrate</p>	<p>LEANS UNIT 6 AND LEANS UNIT 7 TO BE COVERED DURING THIS UNIT.</p> <p>OK to be different – WALT: Suggest strategies for dealing with bullying, as a bystander.</p> <p>We have more in common than not – WALT: Know that all people are unique but that we have far more in common with each other than what is different about us.</p> <p>Respecting differences – WALT: Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</p> <p>Tolerance and respect for others – WALT: Understand and explain the term prejudice and explain</p>	<p>Think before you click! – WALT: Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face.</p> <p>To share or not to share? – WALT: Explore the risks of sharing photos and films of themselves with people directly or online</p> <p>Rat park – WALT: Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour.</p> <p>What sort of drug is...? – WALT: Explain how drugs can be categorised depending on their medical and legal context.</p>	<p>Two sides to every story – WALT: Define the terms ‘fact’, ‘opinion’, ‘biased’ and ‘unbiased explaining the difference between them.</p> <p>Fakebook friends – WALT: Recognise that people’s lives are much more balanced in real life, with positives and negatives.</p> <p>What’s it worth? – WALT: Describe the different ways money can be saved, outlining the pros and cons of each method.</p> <p>Happy shoppers: Caring for the environment – WALT: Suggest actions that could be taken to live in a more environmentally sustainable way.</p>	<p>This will be your life! – WALT: Identify aspirational goals and describe actions needed to achieve these.</p> <p>Our recommendations –WALT: Present information I have researched outlining the key issues and making suggestions for any improvements causing those concerns.</p> <p>What’s the risk (1)? – WALT: Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.</p> <p>What’s the risk (2)? – WALT: Understand risks related to growing up and explain the need to be aware of these.</p>	<p>I look great! – WALT: Identify the qualities that people have, as well as their looks.</p> <p>Media manipulation – WALT: Define what is meant by the term ‘stereotype’ and challenge gender stereotypical portrayals of people.</p> <p>Pressure online! – WALT: Understand that people can feel pressure to behave in a certain way because of the influence of the peer group.</p> <p>Helpful or unhelpful? Managing change – WALT: Suggest positive strategies for dealing with change and identify people who can support in a challenging time of change.</p> <p>Is this normal? –</p>

<p>using some assertive behaviours, through role-play, to resist peer influence and pressure.</p> <p>Don't force me – WALT: Describe ways in which people show their commitment to each other. Understand that everyone has the right to be free to choose who and whether to marry.</p> <p>Acting appropriately – WALT: Recognise that some types of physical contact can produce strong negative feelings and understand that some inappropriate touch is also illegal.</p> <p>OPTIONAL: Dan's day – WALT: Describe the consequences of reacting to others in a positive or negative way. Suggest ways that people can respond</p>	<p>the importance of mutual respect.</p> <p>Advertising friendships! – WALT: Explain the difference between a friend and an acquaintance.</p> <p>Boys will be boys? – WALT: Recognise how the media can sometimes reinforce gender stereotypes. Challenge stereotypical gender portrayals of people.</p>	<p>Drugs: it's the law! – WALT: Understand some of the laws in relation to drugs, and why these are in place.</p> <p>Alcohol: what is normal? – WALT: Understand the actual norms around alcohol and the reasons for common misperceptions of these.</p> <p>OPTIONAL: It's a puzzle – WALT: Identify strategies for keeping personal information safe online. Describe safe and respectful behaviours when using online technology.</p> <p>Joe's story – part 1 – WALT: Explain how emotional needs impact on people's behaviour. Joe's story – part 2 – WALT: Understand and give examples of conflicting emotions.</p>	<p>Democracy in Britain 1 – elections – WALT: Weigh up the importance of elections and justify my answer thoroughly.</p> <p>Democracy in Britain 2 – How (most) laws are made – WALT: understand and explain how most laws are made in a democratic country.</p> <p>OPTIONAL: Jobs and taxes – WALT: Recognise and explain that jobs have different layers of pay and the factors that influence this. Explain the different types of tax and how they fund public services.</p> <p>Action stations – WALT: Describe the aim, mission, statement, activity and beneficiaries of a chosen voluntary, community or action group.</p>	<p>Basic first aid, including Sepsis awareness – WALT: Understand how to make a clear and efficient call to emergency services if necessary. Demonstrate the concepts of basic first-aid. (Example dealing with common injuries, including head injuries).</p> <p>Five ways to wellbeing project – WALT: Describe how the five ways of wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives..</p>	<p>BOYS AND GIRLS SEPARATE FOR THIS LESSON) WALT: Know where to get support if I am concerned about my own or someone else's safety. FGM – WILL IT BE TAUGHT</p> <p>Making babies – BOYS AND GIRLS SEPARATE FOR THIS LESSON) WALT: Explain, scientifically, how babies are made.</p> <p>OPTIONAL: What is HIV? – WALT: Understand what HIV is and explain how it affects the body's immune system.</p>
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	<p>more positively to others.</p> <p>Let's negotiate – WALT: Suggest and demonstrate positive strategies for negotiating and compromising within a collaborative task.</p>			<p>Project pitch (Part 1 and 2) – WALT: Plan and present campaign bids for a grant.</p> <p>Community art – WALT: Understand the value of community members and how they can be valued for contributing to communities.</p>		
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