



## St David's Prep

### PSHEE POLICY

*This policy applies to the entire setting, including EYFS.*

Date of Policy	November 2023
Member of staff responsible	Julia Foulger
Role	Head Teacher

Review - Nov 23	Significant changes
Review - Nov 25	

# Personal, Social, Health and Economic Education (PSHEE)

**General statement. Wishford Schools recognise that our individual schools will want to build the PSHE curriculum that is best suited to their pupils and to this end provide guidance for policy making and compliance below.**

## Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- 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.

The Government's PSHE education review of PSHE Education (June 2019) stated that the subject would remain non-statutory and that no new programmes of study would be published. The DfE clarified as part of its National Curriculum guidance that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. This also stated:

"PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation is outlined in the introduction to the new National Curriculum" The PSHE programme should equip pupils with a sound understanding of risk, and with the knowledge and skills necessary to make safe and informed decisions. It should build on the statutory content outlined in the national curriculum and in the statutory guidance on: drug education, financial education, sex and relationship education and the importance of physical activity and diet for a healthy lifestyle. (Written Ministerial Statement: Review of Personal, Social, Health and Economic education, updated 25.6.19).

This PSHE policy is informed by existing DfE Sex and Relationship Education Guidance, updated September 2021, **preventing and tackling bullying guidance** and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013), **Drug and Alcohol Education** (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), **safeguarding** (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013) and **equality** (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013).

Links to these documents:

<http://www.education.gov.uk/aboutdfe/statutory/g00214676/sex-and-relationships-educationguidance>

<https://www.gov.uk/government/publications/dfe-and-acpo-drug-advice-for-schools>

<http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying>

[http://www.education.gov.uk/schools/guidanceandadvice?f\\_category=Safeguarding&page=1](http://www.education.gov.uk/schools/guidanceandadvice?f_category=Safeguarding&page=1)

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

## SCHOOL ETHOS AND VALUES

St David's actively grows young learners and leaders who are encouraged to promote the core values through their everyday experiences and opportunities in school. St David's develops every pupil, through a broad and holistic education, for a life at and beyond school. Alongside the excellent academic education, our pupils develop a strong sense of community spirit, respect, kindness and support for one another and a willingness to work hard and with confidence. These are developed through our Language of Learning; *perseverance, resilience, self-motivation, independence, curiosity, creativity, responsibility, respect and kindness, and reliability*.

The school upholds Christian values, welcomes those of any or no faith and celebrates the diverse cultural traditions of our families. St David's is a supportive, kind and caring environment. Everyone is encouraged to show compassion, care and respect for all members of the wider school community.

- To provide the respectful, safe and inclusive culture and environment to allow the development of the academic, personal and social potential of each child
- To encourage and support all pupils to develop the confidence and resilience to become self-motivated, independent learners, creative, curious and happy, ready to take responsibility as young leaders
- To uphold British Values and promote traditional standards of respect, courtesy and kindness

## Rationale

Personal, Social, Health and Economic Education (PSHEE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent and fulfilling lives and to become informed, active, responsible citizens in their local community and over time in a wider world. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. Pupils also find out about the main political and social institutions and explore issues that affect their lives as well as consider their responsibilities, rights and duties as individuals and members of communities, local, national and international. They learn to understand and respect our common humanity, diversity and differences so that they can go on to value themselves and others, forming the effective, fulfilling relationships that are an essential part of life and learning.

Through this, they are in a position to make and act on informed decisions. They learn to respect nature and understand how choices they make affect the sustainability of the world we live in.

Teaching will consider the ability, age, readiness, and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHE education provision. We promote social learning and expect our pupils to show a high regard for the needs of others by learning to respect difference. We will use PSHE education as a vehicle to address diversity issues and to ensure equality for all by recognising, understanding and appreciating it. This school is committed to Equality, Diversity and Inclusion (EDI) and we will always ensure these are included for all pupils and refer to the EDI policy.

### **At St David's, PSHEE and Relationship Education is at the centre of all that we do.**

Through our weekly lessons and assembly times, our school environment and our school ethos, we aim to provide pupils with opportunities to:

- Explore their own values and beliefs
- Develop spiritual awareness
- Set high standards of personal behaviour
- Have a positive, caring attitude towards others
- Form an understanding of their own social and cultural traditions
- Appreciate the diversity and richness of other cultures
- Realise that it is alright to have your own opinions and not be influenced by the views expressed by others
- Develop reflective practices and opportunities for mindfulness and develop open-mindedness
- To help pupils understand their relationships and sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To help gain access to information and support
- To develop skills for a healthy safe lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media

### **Inclusion**

The full PSHE education provision is accessible to every pupil, regardless of their ability and teaching is tailored appropriately to children's needs. We seek to engage and challenge all children, using prior knowledge, previously set targets and attainment to set relevant objectives. Parents have a right to withdraw their children from non-statutory elements of sex education (those parts not within the national curriculum science programmes of study). The programme and RSE policy are on the website and they are advised of this.

### **Links**

This policy should be read in conjunction with the Teaching and Learning Policy, the RSE Policy, the Safeguarding Policy, the Anti-Bullying Policy, The SEND (inc. EAL, EHCP and AGT) Policy, the SENDA (accessibility) Policy, the Behaviour Policy, the Equal Opportunities, the Health and Safety Policy, The Admissions and Exclusions Policy, The Data Protection Policy, the Positive Handling Policy, the Curriculum Policy, Marking Policy, Assessment Policy, First Aid Policy and Supervision of Pupils Policy.

## **Building Learners and Leaders**

**At St David's, we aim to build successful lifelong learners and leaders who are:**

Curious

Self-motivated

Independent

Respectful and Kind

Perseverant

Creative

Resilient

Reliable

Responsible

## **The Framework for PSHE Education**

1. Developing key characteristics (These are understood through the language of learning which is developed across all school learning)
2. Developing a healthy, safer lifestyle (Health and Wellbeing) This is taught through English and Drama, Science, Physical Education, ICT online safety and guided into reality through the health eating and drinking approach (see section on health eating and drinking), through behaviour management training and monitoring and through specific PSHEE lessons on staying safe and building identity. Develop self-confidence and self-esteem, make informed choices through self-knowledge, regarding personal and social issues and make the most of their abilities.
3. Understanding what makes for good relationships and developing them with members of the school and wider society. Respecting the differences between people (Relationships). (These are taught through experience and discussion, understanding difference, change, feelings and emotions to acquire and appreciation of and respect for their own and those of other cultures, in order to promote tolerance and harmony between different cultural traditions, learning the capacity to distinguish right from wrong and respect the civil and criminal law of England.
4. Preparing to play an active role as citizens/young leaders of their locality and also of wider society by accepting responsibility for their behaviour and showing initiative (Living in the Wider World). This is developed through the Economic aspect of the PSHE Education programme, including the Charity and Community programme, opportunities to understand and respect democracy, including the rule of law and individual liberty and acquire a broad general knowledge and respect for public institutions and services in England.

PSHE Education is taught within a safe and supportive learning environment, where pupils can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions, and put what they have learned into practice in their own lives.

PSHE Education is not confined to specific timetabled time. We believe it is important that many of the skills and attitudes we wish pupils to develop are taught and demonstrated throughout the school in a variety of ways and are the responsibility of all staff. PSHE Education is delivered within a whole school approach that includes:

- School ethos
- Form time
- Assemblies
- Through pastoral care and guidance
- Classroom and playground rules
- Extra-curricular activities
- School events e.g. school trips
- Specialist outside speakers
- Teaching PSHEE through and in other subjects/curriculum areas e.g. Science, Geography, Religious Education, English, etc Teaching and Learning Strategies

The aims of Personal, Social, Health and Economic Education are best achieved in an environment in which pupils feel safe and where they feel their opinions are valued. A range of teaching and learning styles are employed which include:

- Role play
- Discussion
- Imaginative writing
- Video/DVD
- Debate
- Group and pair work
- Research
- Circle time
- Games
- Use of outside speakers with expertise in particular areas

Good teaching relies on using appropriate methods for the aim of the lesson. All teachers are encouraged to develop a repertoire of flexible, active learning methods:

- Careful consideration of the learning experience and knowledge, skills and understanding that are acquired
- Effective starting and ending strategies
- High order questioning skills
- Climate building and ground rules
- Agenda setting
- Working together
- Values clarification
- Information gathering and sharing

- Consensus building
- Problem solving
- Understanding another point of view
- Working with feelings and imagination
- Reflection, review and evaluation
- Circle Time

As a result of these methods and their exposure to a wide variety of experiences, teachers seek to build effective study skills in their pupils which include the capacity to express themselves, listen, write and read, use their numeracy and ICT skills for a variety of different purposes, develop their study skills, including the ability to draw upon a suitably wide range of sources and to develop higher-order skills, including the ability to analyse, hypothesise and synthesise and their attitudes towards learning, including their ability to demonstrate initiative and independence, their willingness to work collaboratively and the extent to which they take leadership in their learning. Pupils develop their self-knowledge, self-esteem, self-confidence, self-discipline and resilience, including an understanding of how to improve their own learning and performance, so that they are well prepared for the next stage of their lives. They understand that the decisions they make are important determinants of their own success and well-being. They develop spiritual understanding and an appreciation of non-material aspects of life, whether religious, philosophical or other. They learn to distinguish right from wrong, understand and respect systems of rules and laws, and accept responsibility for their own behaviour, including towards others becoming increasingly socially aware and able to work effectively with others, including being able to solve problems and achieve common goals. They learn to fulfil responsibilities and contribute positively to the lives of others within the school, the local community and wider society. They respect and value diversity within society, show respect for and appreciation of their own and other cultures, and demonstrate sensitivity and tolerance to those from different backgrounds and traditions. They know how to stay safe and understand how to be physically and mentally healthy, particularly in terms of diet, exercise and a balanced lifestyle.

### **Provision of teaching and learning in other subjects/curriculum areas**

The PSHE Education programme is just one part of what the school does to help pupils develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The learning provided by the PSHE Education programme supports and is supported by other curriculum areas, cross-curricular learning opportunities and the pastoral system.

The School is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of pupils is the responsibility of all staff, in partnership with families and the wider community. Where appropriate, the school encourages their involvement in the programme.

These are key opportunities for developing **social and moral skills** such as the capacity to communicate, collaborate, work as a team and make the best choices as well as develop such personal skills as research, work independently, create, work with **literacy and study skills** number and ICT.

**The Fundamental British Values:** The children have the opportunity to understand the rules and behaviour policy and develop respect for the school's system of managing behaviour as a micro system of the country's law. Study skills teach about the rule of law and individual liberty and can be enhanced by an annual assembly on parliament and how law is made as well as a vote for something to teach democracy.

**Spiritual:** Spirituality is a very individual thing and we appreciate that it means very different things to different people. Often it can be manifested in ‘awe and wonder’, beauty, magical experiences, penny dropping moments, God, times of reflection, noticing things in the outside world etc.

## The Foundation Stage

PSHEE in Reception and Pre-reception is taught as an integral part of the topic work covered during the year. During the Foundation Stage, the PSHEE aspects of the work are related to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHEE matches the aim of developing the child’s personal, emotional and social development as set out in the ELGs. We also support understanding of the wider world in Reception when we develop a child’s knowledge and understanding of the wider world.

## Provision for some aspects of PSHE and Citizenship made through other subjects.

All children need to communicate orally in a way that is appropriate to the audience and the purpose. They need to develop skills to listen to and respond to literature, to debates, to reason and to give advice and receive instructions. Good communication skills are essential throughout life and we aim to encourage children to be confident in their oral work. They listen to and read stories that illustrate aspects of personal and social development and find out how the media present information

**Understanding difference, empathising, becoming more emotionally intelligent, socially aware and confident**

**Being part of a team, seeing a project through to the end, understanding performance pressure, supporting others**

## Wellbeing

**Physical Education:** teaching and learning about the physical and emotional self, through learning how to balance the body through nutrition, exercise, rest and relaxation. There is a further focus on health and safety, personal hygiene, development of personal and social skills through team, competitive and individual activities, games and sports

## Learning Outside the Classroom (including Forest School in the Early Years)

- Children grow, learn and thrive better when connected to the natural world
- The pace of learning is important. Creating time to think and reflect is powerful.
- Learning outdoors in a less structured environment can be more relaxing for many learners.
- We can use outdoor learning to create a ‘growth mindset’ in our pupils - attitudes of resilience and not giving up.
- Curiosity, creativity and imagination can easily be catered for and developed outdoors.
- Risk is an intelligent behaviour and we must allow for risk taking, within set limits.
- Greater collaboration and team-based activities change mindsets and behaviours to become all inclusive

## Resources:

- The Whole School Curriculum and related resources
- The PSHE Schemes of Work and CORAM website
- Yearly visit from ‘The Life Education Bus’
- Online safety programme
- A committed and experienced staff

- The code of behaviour and application thereof
- Relevant anti-bullying campaigns
- School cultural and charity days
- School democratic procedures and systems
- Visiting speakers, health workers, representatives of the parliamentary system
- Educational visits and outings
- Opportunities to tend to the future of the planet through an understanding of environmental issues (Eco Awards)

## Healthy Eating and Drinking

### We aim:

- To improve the health of pupils and the whole school community by helping to influence eating and drinking habits through increased knowledge and awareness of food and drink issues including what constitutes a healthy diet.
- To ensure pupils are well nourished at school and have access to their water bottles during the school day.
- To ensure that food and drink provision acknowledges and takes account of medical, ethical and religious requirements.
- To introduce and promote practices within the school to reinforce these aims and to remove or discourage practices that negate them.

### Curriculum:

- We regard healthy eating as a whole school issue, and we believe that opportunities to teach about the importance of living a healthy lifestyle occur throughout the curriculum.
- The importance of balanced nutrition and healthy food choices is taught explicitly through the science, P.E. and PSHEE curriculum. In the Foundation Stage it is taught explicitly through the areas of Physical Development and Knowledge and Understanding of the World.
- All pupils have the opportunity to learn about where food comes from. Pupils learn about the requirements for plant growth, the food chain and the components of a healthy diet.

### Eating at school:

The School is committed to encouraging and developing positive attitudes towards food, drink and nutrition. Promoting a healthy lifestyle is integral to our curriculum and we recognise the importance of offering children the opportunity to make informed choices about food and healthy eating. We recognise that the experience of eating together strengthens our community, and allows us to provide the children with opportunities for communication and sharing positive values and social behaviour. The importance of balanced nutrition and healthy food choices is taught explicitly through the science, P.E. and PSHEE curriculum. In the Foundation Stage it is taught explicitly through the areas of Physical Development and Knowledge and Understanding of the World.

- The school community is aware of the implications of food allergies particularly nut allergies. Parents and carers of children who have allergies or who have special dietary requirements are asked to provide as much information as possible. This information is then displayed in the staff room and in the kitchen.
- If a child is reluctant to eat, we work with the parents to put supportive strategies in place to encourage the child. No child will ever be made to eat food against their will. However, we do encourage children to try a little more, and explain that it will help them to have more energy in the afternoon.
- School meals are freshly cooked on site, using locally sourced produce. Our catering manager with assistants consistently receive the highest grading during inspections, and know the children and their likes and dislikes well. The meals are nutritionally balanced, and fresh fruit is offered every day in addition to another dessert.

- The weekly lunch menu is displayed on the kitchen door, the school website and the catering manager is always available to speak to parents and children.
- The dining room is a pleasant, bright environment for the children. They sit in class groups with their teachers or teaching assistants.
- Teachers model the correct use of cutlery and good table manners. Chatting quietly with friends is encouraged. Teachers help the children with cutting, peeling etc.
- Children are encouraged to try a wide variety of foods and are taught about the need for a balanced diet.
- We are a nut free school

### **Outcomes for pupils:**

#### **During their time at the school, pupils should have the opportunity:**

- To learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities.
- To be enthusiastic and committed learners wanting to achieve and become increasingly responsible for their own learning with appropriate study skills
- To become more mature, independent and self-confident, able to make decisions and show initiative.
- To identify potential risks and how those risks might be reduced, but to take risks when appropriate.
- To continue to learn about the wider world and the interdependence of communities within it and the need for Social Responsibility.
- To further develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions.
- To learn how to take part fully in school and community activities, learning to lead themselves and often others.
- To face changes in themselves, address them constructively and transfer to their next school with support and encouragement from this school prepared for what lies ahead.
- To learn how to make more confident and informed choices about their health and environment; to take responsibility, individually and in a group, for their safety as well as that of others.
- To learn about global diversity through Human Rights, political, social, economic and environmental issues and the plight of the less fortunate.

#### **Relationships and Sex Education: This is covered in a separate policy (RSE Policy) that has been written in line with the DfE statutory requirements)**

### **Assessment, Recording and Reporting:**

As with any learning, the assessment of young people's personal, social and emotional development is important. It provides information that indicates their progress and achievement and informs the development of the programme. Pupils' understanding, knowledge and skills are assessed through observation, discussion, questioning, and participation in groups. In some activities, self and peer assessment may be used. There are three broad areas for assessment:

- Knowledge, understanding and skills that are tested through the different subject areas
- Children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy. The assessment is monitored through the school's pastoral systems of monitoring them and the choices they make, including wellbeing questionnaires and surveys conducted throughout the year

- How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships. Pupils have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them in discussion with staff. The process of assessment has a positive impact on pupil's self-awareness and self-esteem. General comments about personal development will be included in annual reports to parents in the form tutor's comments.
- Opportunities are built into lessons for assessment of pupil progress. Pupils are asked to reflect upon their learning and reflect upon and consider the importance of discussions that they have had. The use of reflective journals provides an opportunity for informal monitoring. Each class creates a scrap book that documents their journey and progression through the PSHE curriculum

### **The use of visitors to the classroom:**

Visitors to the classroom enrich the PSHEE programme by providing expert knowledge or accounts of their personal experiences. These inputs are always part of a planned developmental programme and the teacher is always present to manage the learning.

Visitors are resources to enable learning, and not a substitute for a planned developmental programme. Within the programme there is learning both before the visit and as a follow-up to the visit.

### **PSHE Education Activities and School Events:**

Residential experiences, visits and special days in school provide opportunities for children to plan and work together, and develop and maintain relationships under different circumstances. They can discover new qualities and characteristics through volunteering, participating and reflecting on new experiences. The links between PSHEE and Citizenship and pastoral care and guidance are important. Where children are taught largely by a class teacher, these links may occur more naturally, but the role of other staff is also important.

Time is also made each week for pupils to engage in reflective practice where they are given the opportunity to reflect on different aspects of their life in school. Through reflection children realise that they are able to act upon outcomes and behaviours and modify them where necessary. Reflective practice also provides an opportunity for pupils to feel pride in their achievements and develop their personal response to our school language of learning.

### **Confidentiality:**

Due to the nature of the topics covered in the PSHEE education programme, all teachers are made aware of the School's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners. In compliance with the school's Child Protection and Safeguarding Policy, teachers must not guarantee complete confidentiality and must inform the child if information is to be passed onto another member of staff. Children should be informed of sources of confidential advice.

### **Answering Difficult Questions:**

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the Head of PSHEE Education or Designated teacher when necessary. A partnership between home and school and open dialogue between parent and child is key to ensuring that all have a thorough understanding of PSHEE topics, relationships and development.

## **Monitoring and Evaluation:**

- Behaviour is monitored on an annual basis by the pastoral team and analysed alongside sanctions and safeguarding logs. Outcomes dictate improvement planning for the future
- Health logs/wellbeing questionnaires are completed throughout the year. These assess pupil wellbeing in terms of happiness, someone to talk to, healthy body, healthy mind and friendship matters. Outcomes dictate improvement planning for the future.
- Pupil review outcomes are considered termly and analysed. Outcomes dictate improvement planning for the future.
- Staff questionnaires and input into planning dictate improvement planning for the future.
- Whole school planning and implementation is evaluated annually and analysed. Outcomes dictate improvement planning for the future.
- This policy is evaluated in accordance with the School's evaluation cycle and the Header at the top of this policy.

## **Policy Review**

**This policy is reviewed every two years.**

**Signed *Julia Foulger* (Head)**



**Signed..... (Proprietor)**

**Date: 10.11.25**

**Date for review: November 2027**

## Appendix 1. British Values at St David's Prep.



At St David's Prep we consider it is important for each child to develop a robust set of values and principles in order to prepare them to become good citizens in our multi-cultural society.

To support them in this, we aim to teach a rich and varied curriculum which enables pupils to develop an awareness and knowledge of their British heritage and the religious and culturally diverse country in which they live.

We therefore promote and uphold the British values of democracy, rule of law, individual liberty, mutual respect and tolerance.

### **DEMOCRACY**

- Children are involved in democratic processes, e.g. voting for their school councillors and deciding upon their class rules
- The school council is led by members of staff who adhere to democratic principles
- We have visits from the local police who talk to the children about upholding the law
- Upper KS2 pupils learn about voting, how laws are made and our British system of government
- Democracy is modelled by all staff, who ensure that all pupils have the right to be heard and listened to
- We have assemblies throughout the year to support and highlight the importance of democracy, e.g. International Day of Democracy, looking at lives of significant people - Nelson Mandela and Martin Luther King

### **INDIVIDUAL LIBERTY**

- Pupils are actively encouraged to make safe choices, knowing they are in a safe and secure environment with clear boundaries
- Children are given the opportunity to choose activities and given freedom to work collaboratively with their peers
- Pupil voice is encouraged and children are given the opportunity to question, comment and reflect
- Pupils are taught that everyone has a right to their own opinion and given space to consider their own identity and sense of where they belong
- We celebrate the success of others and their achievements both in and out of school
- Older pupils are challenged to think about and debate big 'open' questions through the delivery of occasional P4C sessions

## **RULE OF LAW**

- Through PSHEE, each class establishes a set of rules that they agree to adhere to and forms the basis of the expected behaviour and learning environment in the class
- We have a whole school behaviour policy, that all staff are aware of and pupils understand and follow. We have clear rewards and sanctions, that reflect society as a whole
- Year 6 pupils act as prefects and monitor and direct the younger pupils as they move about school and around the grounds
- Year 6 pupils all have a position of responsibility and organise and undertake various duties and activities throughout the year
- The RE curriculum covers the study of rules and codes that people from different religious communities are expected to live by
- PSHEE and assemblies throughout the year deliver information to our pupils on the law and why we have rules in society
- Topics such as Safety Awareness and e-safety are covered throughout the school, both internally and by visiting speakers

## ***MUTUAL RESPECT and TOLERANCE***

- Our RE curriculum provides a broad and balanced education where experiences from a range of faiths, religions and cultural backgrounds are shared
- Our school is inclusive of all, regardless of race, colour or creed
- In our assemblies, opportunities are given for pupils to reflect on Christian values and the teachings of Jesus as examples of how love, tolerance and respect can and should be lived out
- In assemblies we hear stories and celebrate festivals from other religions and cultures to foster an understanding outside our own experience
- Our PSHEE curriculum embodies values of mutual respect and teaching on relationships and citizenship
- Pupils are taught to be polite and respectful at all times, within and outside of school to people of any age or status
- We hold fundraising events throughout the year. These give the pupils an opportunity to consider and respond to others, both home and away in a caring and respectful way
- When participating in sporting activities, our pupils are actively encouraged to demonstrate good sportsmanship to fellow participants

**Appendix 2 PSHE and RSE  
LONG TERM PLANNING**

YEAR GROUP	TERM 1	TERM 2	TERM 3
<b>EYFS</b>	<p>PSHEE is ongoing throughout the whole EYFS curriculum however specific activities relating to the RSE topics will be covered in the summer term.</p> <p>There is no-one quite like me.</p>	<p><b>Feelings and emotions</b></p>	<p><b>Growing and changing – RSE</b></p> <p>Myself &amp; Others Body Awareness Hygiene Families</p>
	<p><b>Me and My Relationships</b></p> <p>Feelings Getting help Classroom rules, Special people, Being a good friend</p> <p><b>Valuing Differences</b></p> <p>Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help</p>	<p><b>Keeping Safe</b></p> <p>How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep</p> <p><b>Rights and Respect</b></p> <p>Taking care of things: Myself My money My environment</p>	<p><b>Being My Best</b></p> <p>Growth Mindset Healthy eating Hygiene and health Cooperation</p> <p><b>Growing and Changing – RSE</b></p> <p>Getting help Becoming independent My body parts Taking care of self and others</p>
<b>2</b>	<p><b>Me and My Relationships</b></p> <p>Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation</p> <p><b>Valuing Difference</b></p> <p>Being kind and helping others Celebrating difference People who help us Listening Skills</p>	<p><b>Keeping Safe</b></p> <p>Safe and unsafe secrets Appropriate touch Medicine safety</p> <p><b>Rights and Respect</b></p> <p>Cooperation Self-regulation Online safety Looking after money – saving and spending</p>	<p><b>Being My Best</b></p> <p>Growth Mindset Looking after my body Hygiene and health Exercise and Sleep</p> <p><b>Growing and Changing – RSE</b></p> <p>Life cycles Dealing with loss Being supportive Growing and changing Privacy</p>

3	<p><b>Me and My Relationships</b></p> <p>Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss</p> <p><b>Valuing Differences</b> Recognising and respecting diversity Being respectful and tolerant My community</p>	<p><b>Keeping Safe</b></p> <p>Managing risk Decision-making skills Drugs and their risks Staying safe online</p> <p><b>Rights and Respect</b></p> <p>Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money</p>	<p><b>Being My Best</b></p> <p>Keeping myself healthy and well Celebrating and developing my skills Developing empathy</p> <p><b>Growing and Changing – RSE</b></p> <p>Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets</p>
4	<p><b>Me and My Relationships</b></p> <p>Healthy relationships Listening to feelings Bullying Assertive skills</p> <p><b>Valuing Difference</b> Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes</p>	<p><b>Keeping Safe</b></p> <p>Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety</p> <p><b>Rights and Respect</b></p> <p>Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money</p>	<p><b>Being My Best</b></p> <p>Having choices and making decisions about my health Taking care of my environment My skills and interests</p> <p><b>Growing and Changing – RSE</b></p> <p>Body changes during puberty Managing difficult feelings Relationships including marriage</p>
5	<p><b>Me and My Relationships</b></p> <p>Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs</p> <p><b>Valuing Difference</b> Recognising and celebrating difference, including religions and cultural, link to equalities act Influence and pressure of social media</p>	<p><b>Keeping Safe</b></p> <p>Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills</p> <p><b>Rights and Respect</b></p> <p>Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending</p>	<p><b>Being My best</b></p> <p>Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community</p> <p><b>Growing and Changing – RSE</b></p> <p>Managing difficult feelings Managing change How my feelings help keeping safe Getting help Puberty &amp; Hygiene</p>
6	<p><b>Living in the wider world</b></p> <p>Internet safety and social media 'Fakebook.' How is information presented in the media? Biased reports</p> <p><b>Being my best</b></p> <p>Emotional wellbeing – 5 ways to wellbeing Aspirations and goal setting.</p> <p><b>Living the in Wider World</b></p> <p>Democracy in Britain – elections. How laws are made</p>	<p><b>Valuing Difference</b></p> <p>Recognising and celebrating Difference</p> <p>Recognising and reflecting upon prejudice-based bullying including those related to the Equalities Act</p> <p>Stereotypes – good and bad</p> <p><b>Health and Well-being</b></p> <p>Consider impact of lasting fame. Risk taking, drug use, alcohol Pupils' own choices</p>	<p><b>Living in the Wider World</b></p> <p>Money – how to manage money Saving – reasons for and different ways to save Link between money and jobs</p> <p><b>Relationships</b></p> <p>Valuing and respecting differences Assertiveness, Positive relationships Stereotypes – good and bad</p> <p><b>Growing and Changing – RSE</b></p> <p>Reproduction &amp; Pregnancy Resolving Conflict in Relationships Taking Risks (including in relationships and protected characteristics)</p>

