



Manor Wood
Primary

Manor Wood Primary School

A Restorative School

Guidance Policy for Personal, Social and Health Education (PSHE)
and Relationship Education
September 2023

**Personal, Social and Health Education (PHSE) and Relationship Education Policy
Guidance**

Date of policy: September 2023 Review date: September 2025

1. Context, including national and local policy and legislation

The policy supports a whole school approach to PSHE in the curriculum, and throughout the life of the school and its community. It is consistent with current legislative frameworks and non-statutory guidance.

Duty to promote wellbeing:

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

National Curriculum:

The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. It must also:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

The National Curriculum Framework (2013) states specifically that 'all schools should make provision for PSHE, drawing on good practice.'

Health and wellbeing promoting schools/Healthy Schools:

We are committed to providing a 'health and wellbeing climate and culture'. This means that we place teaching and learning in the wider context of our approach to:

- Leadership, management and managing change
- Policy development
- Curriculum, planning, resourcing and impact
- Teaching and learning

- Assessment, recording and reporting progress and achievement
- Pupil voice
- Pupils' support services
- Staff professional development needs
- Partnerships with parents/carers, the community and external agencies
- School culture and environment

1. Development process

We are committed to the ongoing development of PSHE in our school. We will use the following indicators to monitor and evaluate our progress:

- a coordinated and consistent approach to curriculum delivery has been adopted, based on the planning resource 'You, Me and PSHE'
- the content of the SRE curriculum (Living and Growing) is flexible and responsive to pupils' differing needs which are gathered at least annually through the use of pupil perception data such as the 'My Health, My School Survey'
- pupils are receiving an entitlement curriculum for PSHE in line with national and local guidance
- there are clearly identified learning objectives for all PSHE activities through 'You, Me and PSHE' lesson plans, and pupils' learning is assessed using both formative and summative approaches, as advised by the planning resource
- opportunities for cross-curricular approaches are being used where appropriate
- the impact of training for staff and governors on practice is evaluated
- policy and practice is revised regularly and involves staff, governors and, where appropriate, pupils
- opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our PSHE, for example, through parent/carer information sessions and through a comprehensive website page <http://www.carrmanor-pri.leeds.sch.uk/pshe-personal-social-health-education/>
- a variety of methods is employed to communicate the key points of the policy and curriculum to the community

This policy was drafted by the PSHE Leader, in consultation with a Healthy Schools advisor from the Local Authority.

Parents/carers were consulted through forum meetings, teaching and non-teaching staff were consulted through whole school

staff meetings and pupils were consulted through pupil voice sessions. Governors were consulted through the Teaching and Learning committee. This policy has been approved and adopted by the head teacher and governing body. The member of staff responsible for overseeing and reviewing this policy is: Becky Hayes. It will be reviewed briefly annually and in full every 2 years, or in line with new legislation.

2. Location and dissemination

This policy document is freely available on request to the whole school community. The policy is referred to in the school prospectus as well as in relevant areas of the curriculum. A copy of the policy can be found on the school website. A physical copy of the policy is available from the school office.

3. Definition

The DfES report 'Preparing Young People for Adult Life' stated that 'Society has a responsibility to help children and young people to meet the challenges of life by helping them to understand and value themselves, be optimistic about the future and life's possibilities, and to develop positive self-esteem, confidence and to take increasing control of, and responsibility, for their lives and play an active part in their own communities. Personal, Social and Health Education, including Sex Education and Drug Education, provides a whole school strategy for working in partnership with parents and others to help children to overcome the social pressures they face and the barriers they present to learning and achievement.'

(Preparing Young People for Adult Life – DfEE)

PSHE education can be defined as a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future.

As part of a whole school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

The benefits to pupils of such an approach are numerous as PSHE prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps

them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.

PSHE Association July 2013

4. Policy relationship to other policies

The policy links to:

- Child Protection/Safeguarding
- Confidentiality
- Sex and Relationship Education (Living and Growing)
- Drug Education
- Managing Drug Related Incidents
- No Smoking
- Equal Opportunities
- SEND/Inclusion
- Behaviour/Anti-bullying
- Race Related Incidents
- Health & Safety
- Continued Professional Development
- Assessment, Recording and Reporting
- Teaching and Learning
- Monitoring and Evaluation
- Visitors in School
- Online-safety (within the Computing policy)
- Restorative Practice
- Science
- Medicines
- Asthma

5. Overall school aims for Personal, Social and Health Education

Our approach to PSHE consists of a comprehensive and developmental programme of teaching and learning, which is delivered in the context of a Healthy School where the health and wellbeing of pupils and of the whole school community are actively promoted. Our PSHE programme (You, Me and PSHE as the basis) has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's stated aims and objectives.

Our PSHE programme helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future, as individuals, parents/carers, workers and members of society. It is embedded within the wider learning offered by the school to ensure that pupils experience positive relationships with adults and with each other and feel valued, and that those who are most vulnerable are identified and supported. 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 our school and community.

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

PSHE Association July 2013

Within this, the school aims to develop pupils' understanding of:

- identity, including personal qualities, attitudes, skills, attributes and achievements and what influences these
- relationships, including different types and in different settings
- a healthy lifestyle, including physically, emotionally and socially
- a balanced lifestyle, including within relationships, work-life, exercise and rest, spending and saving and diet
- risk, including identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others
- safety, including behaviour and strategies to employ in different settings
- diversity and equality, in all its forms
- rights, including the notion of universal human rights, responsibilities including fairness and justice and consent in different contexts

- change and resilience, the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance
- power in a variety of contexts including persuasion, bullying, negotiation and ‘win-win’ outcomes
- career, including enterprise, employability and economic understanding

6. To whom the policy applies

The policy applies to:

- The head teacher
- All school staff
- The governing body
- Pupils
- Parents/carers
- School nurse and other health professionals
- Partner agencies working in or with the school

7. Key responsibilities for PSHE

i) All staff

All staff will

- teach Relationships Education from September 2020. The Department for Education’s 2019 guidance states this.
- ensure that they are up to date with school policy and curriculum requirements regarding PSHE
- attend and engage in professional development training around PSHE provision, including individual and whole staff training/inset, where appropriate
- attend staff meetings to be introduced to any new areas of work and review the effectiveness of the approaches used
- report back to the PSHE Lead on any areas that they feel are not covered or inadequately provided for in the school’s PSHE provision

- encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously
- follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone
- ensure that their personal beliefs and attitudes will not prevent them from providing balanced PSHE in school
- tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs and cultures, including those pupils with special educational needs
- ask for support in this from the school SEND coordinator or the PSHE Lead, should they need it
- teach using the agreed learning objectives and key vocabulary
- will refer to the duties set out in the SRE policy when teaching 'Living and Growing'

ii) Lead member/s of staff

The lead member of staff is entitled to receive training in her role and responsibilities, through attending courses and PSHE Network Meetings. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to health and wellbeing. This training results in high quality CPD for the whole school, as the PSHE Lead will deliver staff meetings following any training.

Specific responsibilities	Who – role?
Co-ordinating the PSHE provision, ensuring a spiral curriculum	PSHE Lead
Named governor responsible for PSHE	Children's Centre Manager (who is a governor for school)
Accessing and co-ordinating training and support for staff	PSHE Lead, Inclusion Manager and all teachers
Establishing and maintaining links with external agencies/other health professionals	PSHE Lead, Head Teacher and Governors
Policy development and review, including consultation	PSHE Lead and Governors
Implementation of the policy; monitoring and assessing its effectiveness in practice	Implementation- all staff Monitoring- PSHE Lead

Managing child protection/safe guarding issues	Safeguarding Designated Officers- HT/ DT/ Children's Centre Manager
Establishing and maintaining links with parents/carers	All staff, supported by PSHE Lead
Liaising with link schools to ensure a smooth transition	Y6 staff, Inclusion Manager, Safeguarding officers and PSHE Lead
Liaising with the media	Head Teacher, supported by the Local Authority

The lead member/s of staff will:

- develop the school policy and review it on a yearly basis
- ensure all members of the governing body will be offered appropriate PSHE training
- ensure that all staff are given regular and ongoing training on issues relating to PSHE and how to deliver lessons on such issues
- ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to PSHE
- provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of PSHE
- ensure that PSHE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs
- ensure that the knowledge and information regarding PSHE to which all pupils are entitled is provided in a comprehensive way
- support parent/carer involvement in the development of the PSHE curriculum
- ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced PSHE in school
- communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for PSHE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate
- ensure that provision of PSHE at home is complementary to the provision the school provides and communicate to parents/carers any additional support available where necessary or requested

iii) Governors

The governing body as a whole plays an active role in monitoring, developing and reviewing the policy and its implementation in school. There is a named link governor for PSHE who works closely with, and in support of, the lead member/s of staff. When

aspects of PSHE appear in the School Improvement Plan, a governor will be assigned to reflect on, monitor and review the work as appropriate.

iv) Pupils

All pupils:

- should support one another with issues that arise through PSHE
- will listen in class, be considerate of other people's feelings and beliefs, and comply with confidentiality rules that are set in class
- will use the 'Ask-it-Basket' to ask questions to deepen their understanding
- will be made to feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to PSHE or otherwise
- will be asked for feedback on the school's PSHE provision termly/yearly and be expected to take this responsibility seriously; opinions on provision and comments will be reviewed by the lead member/s of staff for PSHE and taken into consideration when the curriculum is prepared for the following year's pupils
- will participate in the My Health, My Schools survey, taking this seriously and providing honest answers (Year 5 and Year 6 children only)

v) Parents/carers

The school recognises the key role that parents/carers fulfil in supporting their children through their personal development and the emotional and physical aspects of growing up. Therefore, we seek to work in partnership with parents/carers when planning and delivering PSHE.

The school will encourage this partnership by:

- keeping parents/carers informed about all aspects of the PSHE curriculum, including when it is going to be delivered. This will be through information letters and through up-to-date information being shared on <http://www.carrmanor-pri.leeds.sch.uk/pshe-personal-social-health-education/>
- gathering parent /carers' views on the policy and take these into account when it is being reviewed
- providing access to resources and information being used in class and do everything to ensure that parents/carers are comfortable with the education provided to their children in school through
- expecting parents/carers to share the responsibility of PSHE and support their children

- expecting parents/carers to use the same language as school- this is shared on the school website and in letters
- encouraging parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through PSHE
- providing support and encourage parents/carers to seek additional support in this from the school where they feel it is needed.
- Parents/carers cannot withdraw their child from the statutory content included in National Curriculum Science. Parents/carers have a legal right to withdraw their children from the non-statutory elements of SRE, delivered as part of the Living and Learning curriculum.

8. Staff support & CPD

The school provides regular professional development training in how to deliver PSHE.

Staff, including non-teaching staff, CPD needs are identified and met through the following ways:

- an audit of staff CPD needs will be completed each year or at appropriate times throughout the year
- training and support is organised by the PSHE Lead
- all members of the teaching and non-teaching staff will be offered generic PSHE training which includes sessions on: confidentiality, setting ground rules, handling controversial issues, responding to awkward questions , an introduction to the rationale of why teaching PSHE is so important, learning outcomes, agreed vocabulary and school policy
- teaching and non-teaching staff involved in the delivery of PSHE issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues, and with potentially difficult questions
- the Health and Wellbeing Service will support in meeting staff CPD needs through staff attending relevant external courses when required.

9. PSHE Provision

i) Intended learning outcomes for PSHE

Key Stage 1 (based on the You, Me and PSHE planning resource)

1. Developing confidence and responsibility and making the most of their abilities

- a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- b. to share their opinions on things that matter to them and explain their views
- c. to recognise, name and deal with their feelings in a positive way
- d. to think about themselves, learn from their experiences and recognise what they are good at
- e. how to set simple goals.

2. Preparing to play an active role as citizens

- a. to take part in discussions with one other person and the whole class
- b. to take part in a simple debate about topical issues
- c. to recognise choices they can make, and recognise the difference between right and wrong
- d. to agree and follow rules for their group and classroom, and understand how rules help them
- e. to realise that people and other living things have needs, and that they have responsibilities to meet them
- f. that they belong to various groups and communities, such as family and school
- g. what improves and harms their local, natural and built environments and about some of the ways people look after them
- h. to contribute to the life of the class and school
- i. to realise that money comes from different sources and can be used for different purposes.

3. Developing a healthy, safer lifestyle

- a. how to make simple choices that improve their health and wellbeing
- b. to maintain personal hygiene
- c. how some diseases spread and can be controlled
- d. about the process of growing from young to old and how people's needs change
- e. the names of the main parts of the body
- f. that all household products, including medicines, can be harmful if not used properly
- g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

4. Developing good relationships and respecting the differences between people

- a. to recognise how their behaviour affects other people
- b. to listen to other people, and play and work cooperatively
- c. to identify and respect the differences and similarities between people
- d. that family and friends should care for each other
- e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

Key Stage 2 (based on the You, Me and PSHE planning resource)

1. Developing confidence and responsibility and making the most of their abilities

- a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society
- b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
- d. to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way
- e. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future
- f. to look after their money and realise that future wants and needs may be met through saving.

2. Preparing to play an active role as citizens

- a. to research, discuss and debate topical issues, problems and events
- b. why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
- d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
- e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
- f. to resolve differences by looking at alternatives, making decisions and explaining choices

- g. what democracy is, and about the basic institutions that support it locally and nationally
- h. to recognise the role of voluntary, community and pressure groups
- i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- j. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- k. to explore how the media present information.

3. Developing a healthy, safer lifestyle

- a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices
- b. that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread
- c. about how the body changes as they approach puberty
- d. which commonly available substances and drugs are legal and illegal, their effects and risks
- e. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
- f. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong
- g. school rules about health and safety, basic emergency aid procedures and where to get help.

4. Developing good relationships and respecting the differences between people

- a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- b. to think about the lives of people living in other places and times, and people with different values and customs
- c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- e. to recognise and challenge stereotypes
- f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- g. where individuals, families and groups can get help and support.

5. Basic First Aid

- a. How to make a clear and efficient call to emergency services if necessary.
- b. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

ii) The needs of the pupils

We recognise that an interactive approach to PSHE will better develop the skills of our pupils, and also that, it is more likely to meet their needs. We involve pupils in the evaluation and development of their PSHE in ways appropriate to their age.

We will involve pupils through:

- discussions with small groups of pupils
- annual participation in questionnaires/surveys (My Health, My School Survey)
- draw and write activities
- the use of 'Ask-it-Baskets'
- self-assessment activities
- pupil focus groups formed specifically for PSHE
- older pupils review the PSHE programme for younger pupils
- pre and post assessment activities for PSHE
- full class consultation activities which ensure all pupils have a voice in the process, via the Restorative Practice Pupil Voice Team

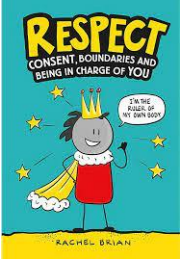
iii) Topics to be covered

You, Me and PSHE: (see Appendix 3 for more detailed information and learning objectives within each of the below units)

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Special Weeks (threads)	Black History month	Kindness week – with anti-bullying week	Mental Health week – with links to grief and loneliness	Respect week – with links to consent		World Friendship week – with links to refugees Talent show/Carnival – Celebrating achievements
Charity		Children in Need	Sports relief or Red Nose Day	Denim for dementia		
Reception	<p style="text-align: center;"><u>Prime Areas</u></p> <p style="text-align: center;">Communication and Language – Listening, attention, understanding and speaking Personal Social and Emotional – self-regulate, managing self and building relationships</p> <p style="text-align: center;">Physical</p> <p style="text-align: center;"><u>Specific Areas</u></p> <p style="text-align: center;">Understanding the World – cultures and communities Expressive Art and Design = imaginative and expressive</p>					
Year 1	Identity and society and equality What makes you special Role and responsibilities Getting on with others	Keeping safe and managing risks Personal safety Who keeps us safe	Physical health and wellbeing: Fun times Food Playground games Sun-safety	Drugs, alcohol and tobacco What goes into the body and how it makes people feel	Mental Health Types of feelings and managing them Change and loss	Careers, financial capability and economic wellbeing where money comes from How to save Different jobs people do


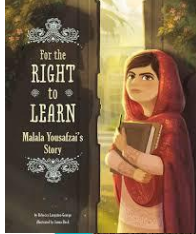
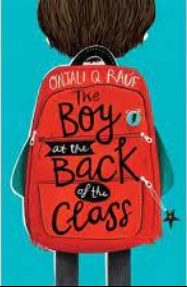
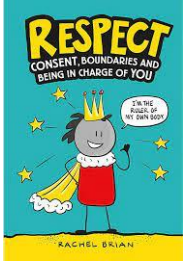
Related books						
Mindmate	Recognise feelings	Recognise how others show feelings and know how to respond	New school/class Making new friends	Fair and unfair Right and wrong	Celebrating differences	Setting goals and targets
Year 2		Keeping safe and managing risks Road safety Fire safety Keeping safe outside	Mental Health Special people Friendships and supporting others Problem solving	Drugs, alcohol and tobacco Medicines Been safe around medicine Asthma Physical health and wellbeing: Fun times Eating well Being physical Basic hygiene	Sex and Relationship Education Differences and similarities including biological. Understand that the creation of life needs a male and female. Name male and female sex parts. How the body changes from baby to adult. Caring for others. Can describes different types of families.	

Related books						
Mindmate	Celebrate strengths	Impact on behaviour on others	Loss	Comfortable and uncomfortable feelings	Empathy	Perseverance
Year 3	Identity and society and equality Similarities and differences between themselves and others Community and belonging	Keeping safe and managing risks Recognise bullying and types Witness bullying Fire safety Visitors	Mental Health Celebrating achievements Dealing with put-downs Positive strategies	Drugs, alcohol and tobacco Drug definition Smoking Asthma Physical health and wellbeing: Fun times Healthy food choices Branding and choices Challenges of keeping active		Careers, financial capability and economic wellbeing What influences peoples decision to save money How to keep track of your money The world of work

Related books						
Mindmate	Goals and aspirations	Unkind behaviours	Life in KS2	Strong emotions including anger	Differing opinions	Dealing with difficult situations
Year 4	Identity and society and equality Britain as a democracy Laws and the local council	Keeping safe and managing risks Gaming online Road safety Emergency First aid	Physical health and wellbeing: Fun times Food choices – what to avoid, fair trade, farming... Playground games Sleep	Drugs, alcohol and tobacco Drugs Alcohol Patterns of behaviour Asthma	Sex and Relationship Education Changes in the life cycle. Puberty Describe menstruation and wet dreams. Understand the relationship between egg and sperm cells. Hygiene regarding puberty. Challenge gender stereotypes. Relationship changes. Using appropriate language and who to go to for support.	

Related books		 				
Mindmate	Feelings intensify	Skills to maintain positive relationships	Positive and negative effects on emotional wellbeing and mental health	Resisting pressure	Actions effect themselves and others	Coping with difficult situations
Year 5	Physical health and wellbeing: Fun times Food advertising Role models Media and manipulating images	Identity and society and equality Stereotyping, prejudice and discrimination Role models	Keeping safe and managing risks DV Missing from home Online safety - Grooming	Mental Health Expressing self Changes Loss, grief and bereavement	Drugs, alcohol and tobacco Drugs Smoking, cannabis and e-cigarettes Alcohol Peer pressure Consent	Careers, financial capability and economic wellbeing Borrowing money Enterprise Careers

<p>Related books</p>			 	  		
<p>Mindmate</p>	<p>Self belief</p>	<p>Unhealthy friendships and relationships</p>	<p>Aspirations to manage change positively</p>	<p>Strong emotions and mental health</p>	<p>Stigma</p>	<p>Talking it through – Restorative justice</p>
<p>Year 6</p>	<p>Sex and Relationship Education Physical and emotional changes with puberty. Challenge stereotypes. Media and body confidence. Positive relationships.</p>		<p>Drugs, alcohol and tobacco Risks Legal and Illegal drugs</p>	<p>Identity and society and equality Refugees Human rights Rights of a child homelessness</p>	<p>Mental Health Positive ways to deal with MH Looking after yourself</p>	<p>Keeping safe and managing risks Increased independency Peer pressure</p>

	<p>Different types of relationships. How babies are made. Name body parts and cells using appropriate vocabulary. Understanding pregnancy and how long it takes. Skills needed to be a parent. Difficulties parents face.</p> <p>FGM</p>		Dside		Stigma and discrimination around MH	Anti social behaviour and consequences Online safety - Breck Bednar Reminder of FGM
Related books				 		<p>Breck Bednar</p> 
Mindmate	Self-integrity	Celebrating friendships	Moving on	Happiness	Body image and social media	Winning – What does it take?

FGM in Year 6:

Based on the suggested resource, 'Oh Lila!'

- Lesson 1- Keeping secrets, trusted adults and exploring dilemmas, linked to the text 'Oh Lila!'
- Lesson 2- Rules and laws in the UK
- Lesson 3- FGM (no images or visuals will be shown)

Child Sexual Exploitation (CSE) in Year 5 and Year 6:

Objectives

- For young people to be able to:
- Identify the warning signs of grooming and CSE
- Identify at least one trusted adult they would talk to about grooming and CSE
- Highlight how they would talk to this trusted adult

Based on the suggested resource, 'Alright Charlie'

Domestic Violence:

Based on the suggested resource, 'Expect Respect'

- challenging assumptions about gender, power and equality;
- changing beliefs and attitudes about men and women;
- managing feelings and accepting responsibility for one's own feelings and behaviour;
- helping to resolve conflict;
- knowing the difference between abusive and non-abusive relationships;
- promoting the consistent message that abuse is not acceptable;
- understanding that domestic abuse is a crime;
- highlighting the role of peers in providing support;
- giving information about where to get help.

Mindmate (see LTP above with the themes)

iv) Curriculum organisation

Pupils receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression, based on the 'You, Me and PSHE' planning resource. The PSHE programme is delivered through a variety of opportunities including:

- designated PSHE time
- Restorative Practice circle time
- use of external agencies/services
- assemblies delivered by external agencies/services
- workshops run by of external agencies/services
- school ethos
- small group work
- cross curricular links
- assemblies
- enrichment days / weeks
- residential trips
- Mindmate Mondays- Mindmate is taught in the afternoon of the first Monday after each school holiday (the first day of a new half term)

v) Working with visitors and other external agencies

Where appropriate, we may use visits and visitors from external agencies or members of the community to support PSHE. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. When visitors are used to support the programme, the school's policy on use of visitors will be used. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy, and any other relevant policies, and expected to comply with the guidelines outlined within it.

Residential trips can make a significant contribution to pupils' personal development. When planning such visits, we use opportunities to promote pupils' learning in relevant areas of the PSHE curriculum. Our partnership with the local community is also a priority, and we recognise and value its contribution to the PSHE programme.

Before involving visitors in any aspect of PSHE, teachers will ensure that:

- the visitor understands the school's confidentiality policy, values and approach to the educational programme
- there is appropriate planning, preparatory and follow up work for the sessions
- the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the pupils involved, including where there may be a specific issue relating to child protection
- the teacher needs to be part of the experience in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have
- the guidelines and checklist (Appendix 2a and 2b) should be used with the visitor to ensure success

Monitoring and evaluating visitors' and external agencies' contributions

Please see Appendix 2b

vi) Inclusion and equal opportunities

All pupils, whatever their experience, background and identity, are entitled to quality PSHE that helps them build confidence and a positive sense of self, and to stay healthy. All classes include pupils with different abilities and aptitudes, experiences and religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach, and use of inclusive language reflects the diversity of the school community, and helps each and every pupil to feel valued and included in the classroom.

We promote the needs and interest of all pupils. The school's approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of pupils to ensure all can access the full PSHE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is an important vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all.

Responding to pupils' diverse learning needs:

Considerations will be made for:

- religious and cultural diversity
- differing gender needs and abilities, including SEND
- diverse sexuality of pupils

- homophobic/transphobic bullying and behaviour
- pupil's age and physical and emotional maturity
- pupils who are new to English

Ethnicity, religion and cultural diversity:

Our policy values the different backgrounds of all pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

Special Educational Needs and Learning Difficulties:

We ensure that all pupils receive PSHE and we offer provision appropriate to the particular needs of our pupils, taking specialist advice where necessary. Staff will differentiate lessons to ensure that all members of the class can access the information fully. The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

Sexual identity and sexual orientation:

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

Pupils who are new to English

The school should take into account the language skills of individual pupils, ensuring that all pupils have equal access to the PSHE provision and resources.

vii) Resources

We use primarily 'You, Me and PSHE' and the resources recommended within it. We also use the resources described above in the section: **Topics to be covered**

We will focus on the needs of the pupils and our planned learning objectives. We select carefully resources which meet these objectives. We evaluate carefully teacher resources, leaflets, online resources and videos before using them (see checklist below). We use children's books, both fiction and non-fiction, extensively within our PSHE programme. Teachers will always read and assess the books before using them to ensure they are appropriate for the planned work. They will also consider the needs and circumstances of individual pupils in class when reading texts, in case they need to have a preparatory conversation with a pupil before the teaching takes place, for instance.

Key texts and resources we will use for PSHE are available here:

<http://www.carrmanor-pri.leeds.sch.uk/web-links-resources-to-use-with-children/>

<http://www.carrmanor-pri.leeds.sch.uk/recommended-books-to-support-pshe/>

viii) Learning environment and ground rules

Staff are careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE. To this end, ground rules have been agreed to provide a framework of common values within which to teach. There are clear parameters as to what will be taught in a whole-class setting, and what will be dealt with on an individual basis.

If pupils are to benefit fully from a PSHE programme, they need to be confident speakers, good listeners and effective, sensitive communicators. When the needs of pupils are analysed, of overriding importance are two key areas: they need to feel safe and be safe. A set ground rules will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the pupils. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

Our ground rules are:

- We listen to each other.
- We do not say or do anything that would hurt another person.
- We do not use people's names within an open forum.
- We signal when we want to say something.
- We may say pass.
- If a game involves touch we may sit and watch before making a decision to join in.

We will develop these ground rules through class completion of a behaviours and feelings circle matrix.

ix) Answering questions

We acknowledge that sensitive and potentially difficult issues will arise in PSHE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for PSHE. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader/ Child Protection Officer. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We use a question box (Ask-it-Basket) where questions may be asked anonymously.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

Ground rules are essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole-class setting by for example:

- staff will set the tone by speaking in a matter-of-fact way
- pupils will be encouraged to write down questions, anonymously if desired, and post them in a question box or ask-it basket
- staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up
- if a verbal question is too personal, staff will remind the pupils of the ground rules
- if a question is too explicit, feels too old for a pupil, is inappropriate for the whole-class, or raises concerns, staff will acknowledge it and promise to attend to it later on an individual basis
- staff will not provide more information than is appropriate to the age of the pupil
- if staff are concerned that a pupil is at risk of abuse, the designated teacher will be informed and the usual child protection procedures followed

x) Assessment, recording and reporting in PSHE

We assess pupils' learning in PSHE in line with approaches used in the rest of the curriculum (including assessment for learning) and in line with the assessment procedures that are outlined in 'You, Me and PSHE'. We report to parents/carers at the end of the school year on pupils' learning and progress within PSHE.

Assessment methods:

- baseline or pre-assessment (essential for needs-led PSHE)
- needs assessment is used to identify existing knowledge and skills of pupils
- assessment is built into the PSHE programme to inform planning
- summative assessment takes place at the end of each unit
- pupil self-assessment is used where appropriate
- assessment focuses on knowledge as well as skill development and attitudes
- all class teachers have assessment sheets to support the module to record progress
- identify pupils who have exceeded or fallen short of the module objectives and those that have achieved it, and this will be shared with the next teacher
- teachers will keep a note of pupils who have missed some or the entire module due to absence from school
- QCA End of Key Stage Statements are used to assess progress in PSHE
- pupil progress and achievement is reported to parents/carers
- pupil achievement in PSHE is celebrated and shared

xi) Monitoring and evaluation

Monitoring activities:

- recording of pupil attendance in PSHE lessons
- effective PSHE leadership with a system of lesson observations and peer support
- a system for regular review of the PSHE policy and programme- through consultation with staff, parents and carers and children
- pupil and staff interviews/questionnaires
- pupil/staff/parent surveys
- scrutinising staff planning

- samples of pupils' work

Evaluation activities:

- teacher and pupil evaluation of lessons, units and the overall PSHE programme
- teacher and pupil evaluation of resources
- evidence from lesson observations
- evaluation of contributions of external partners
- feedback and evaluation by pupils
- scrutiny of assessment records
- sampling pupils' work and portfolios

10. Safeguarding and Child Protection

PSHE plays a very important part in fulfilling the statutory duties that the school has to meet and the PSHE policy is closely aligned to the school's safeguarding policy. PSHE helps pupils to know and understand how to keep themselves and others safe, make informed decisions and manage risk and equips them with the knowledge and skills to get help if they need it. When teaching any sensitive issue, pupils may give cause for concern, and staff would report this using the school's safeguarding systems and inform a Designated Safeguarding Officer immediately. All adults involved in PSHE delivery need to be aware of the pastoral system and the safeguarding arrangements that are in place.

The units within 'You, Me and PSHE' that teach safeguarding are always teacher-led and carefully planned. These units are entitled:

- Keeping Safe and Managing Risk
- Living and Growing
- Drug, Alcohol and Tobacco Education

All three of these units are taught in every year group Y1-Y6, and special consideration is given to where in the year these units are taught, to best protect the children.

11. Confidentiality in the context of PSHE lessons

The nature of PSHE means that pupils may disclose personal information that staff will respond to appropriately. The classroom is never a confidential place to talk, and that remains true in PSHE. Pupils will be reminded that lessons are not a place to discuss their personal experiences and issues, or to ask others to do so, through the establishment of ground rules. Any visitor to the classroom will be bound by the school's policy on confidentiality, regardless of whether they have, or their organisation has, a different policy. We will make sure visitors are aware of this, and make sure there are enough opportunities for pupils to access confidential support after the lesson if they need it.

Any information disclosed to a staff member or other responsible adult, which causes concern about the pupil's safety, will be communicated to the designated person as soon as possible and always within 24 hours, in line with our safeguarding and child protection policy.

If a pupil tells a health professional, such as the school nurse, something personal on a one-to-one basis outside of the classroom, our school's confidentiality policy will help us to decide whether that person can keep that information confidential, or whether they need to seek help, advice, or refer to someone else. We will also signpost pupils and their families, where appropriate, to on and offline community, health and counselling services so pupils know where to go for confidential help and advice.

Techniques used in school to minimise the chance of pupils making a disclosure in class include:

- depersonalising discussion
- puppets
- using role play to 'act out' scenarios
- appropriate DVDs and TV extracts
- case studies with invented characters
- visits to/from outside agencies

12. Support

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

School runs parents'/carers' evenings or workshops for dealing with the issues that arise around PSHE at home, and information letters are provided a half term before each 'Living and Growing' unit is taught.

Parents/carers should contact the PSHE Lead for one-on-one support on providing effective PSHE at home, and this can be done in writing, via email or via the telephone.

Support for parents and carers is available online, on the following webpages:

PSHE:

<http://www.carrmanor-pri.leeds.sch.uk/pshe-personal-social-health-education/>

<http://www.carrmanor-pri.leeds.sch.uk/web-links-resources-to-use-with-children/>

<http://www.carrmanor-pri.leeds.sch.uk/web-links-advice-and-support/>

<http://www.carrmanor-pri.leeds.sch.uk/recommended-books-to-support-pshe/>

SEMH:

<http://www.carrmanor-pri.leeds.sch.uk/semh-social-emotional-mental-health/>

13. Complaints

Parents/carers who have complaints or concerns regarding the PSHE provision should contact the school and follow the school's complaints policy.

14. Liaison with local media

Please contact the press and media office on: 0113 247 4713

15. Local support available to schools

The Health and Wellbeing Service can offer support through training, bespoke lessons and in school advisory sessions.

Training available:

- PSHE & Healthy Schools network meeting
- Grief & Bereavement in Schools – everybody's business
- Growing up in a Social Media World
- Leading and Managing PSHE
- PSHE & Assessment
- Creative Approaches to PSHE
- Oh Lila – Primary Risk & Resilience and Drug Education
- Rory – Primary Alcohol Education
- Delivering DAT with Confidence
- Smoke Free Homes
- KS1 Drug Education - Nothing

Further information on the above training, as well as how to book, can be found at: www.schoolwellbeing.co.uk and www.leedsforlearning.co.uk

Bespoke primary PSHE lessons delivered in school:

- Puberty & Conception
- Body Image
- Healthy Relationships
- Social Media

For further information on the above bespoke sessions, please contact Emma Newton at: emma.newton@leeds.gov.uk

In school advisory sessions:

Primary PSHE: Helen Smithies – helen.smithies@leeds.gov.uk

Primary PSHE: Gill Mullens – gillian.mullens@leeds.gov.uk

16. Local and national websites

Local sources of support:

www.schoolwellbeing.co.uk

www.healthyschools.org.uk

<http://www.leeds.gov.uk/phrc/Pages/default.aspx>

www.leeds.gov.uk/phrc/Pages/public-health-training.aspx

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

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

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

<https://www.mindmate.org.uk/>

National sources of support:

<https://www.pshe-association.org.uk/>

<http://www.nhs.uk/change4life/Pages/change-for-life.aspx>

<https://www.nspcc.org.uk/>

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

<https://www.womensaid.org.uk/>

<http://www.nat.org.uk/Publications/Teachers-resources.aspx>

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

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Learning and Skills Act (2000), Section 148, Crown copyright. <http://www.legislation.gov.uk/ukpga/2000/21/section/148>

Mainstream academy and free school: single model funding agreement (2014)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/326402/201407v3_Single_FA_mainstream_published.pdf

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Appendix 1 – Interactive teaching methods

Agony aunt/uncle/problem pages

Small groups of three to four. Each group takes on the role of an agony aunt or uncle. The group is asked to respond to an imaginary problem or letter. Groups may wish to share their solutions.

Buzz group

Small groups of three to four. Groups are asked to discuss a dilemma or situation for a short, specified time, and then return to the large group to discuss ideas.

Carousel

Half the group forms a circle facing outwards. The other half forms another circle around them, facing inwards. Each person in the inner circle should face someone in the outer circle. Each pair can be asked to talk about an issue or dilemma. Partners can be changed with ease by one or another circle moving round one place.

Circle time / Circle discussion

Structured discussion where all participants sit in a circle – representing an inclusive and safe environment within which to discuss an issue or idea. Uses strategies such as silent statements (change places if you think that...), stem sentences (what I'm looking forward to most about becoming an adult is...), optional rounds (thumbs up if you'd like to say something about...) and open forum discussion.

Consequences

Each group considers the possible options and consequences of a situation. It is important to consider realistic consequences, both positive and negative.

Continuum

An imaginary line is drawn down the room. Pupils are told that one end of the line represents one extreme viewpoint, and the other end represents the opposite view. Statements relating to a particular issue are read out, and pupils stand along the continuum

according to what they think. Pupils may discuss their view with someone else nearby, and/or with someone who has a different view.

Corridor of conscience/conscience alley

Class line up in two lines as 'corridor' through which individual walks down. Each pupil in the corridor shouts out suggestions/advice/feelings to the individual walking. Could be used to explore a moral dilemma, hot seat a book/film character etc.

Data search

Pupils search through a selection of resources to find out information and answers to questions. Pupils could devise their own questions, or set questions for another group to answer.

Debate - active

Pupils have to decide to agree or disagree with a statement and move to the corresponding part of the room. They then discuss their opinion with other people in their group and decide upon the three main reasons why they have chosen to take that side; these are then shared with the class. Everyone is given an opportunity to change sides if convinced by the arguments of another group. Can be expanded into strongly agree, agree, disagree, strongly disagree. Consider use of online blogs, votes /& discussion forums.

Debate - formal

A motion is decided on for discussion. Two opposing views are then presented to the pupils with relevant information or supporting evidence. After a question-and-answer session and discussion, the group votes for or against the motion. Consider use of online blogs, votes /& discussion forums

Diamond 9

Small groups are given prepared cards (nine or more), each with a statement relating to an issue for discussion, e.g. 'The qualities of a good friend'. Each group arranges nine cards in the shape of a diamond to represent their views on the relative importance of each statement. Pupils can also be given the opportunity to suggest their own statements for cards.

Discussion

In pairs, small groups, larger groups. Consider use of online blogs, votes /& discussion forums Drama / Role play/simulations Can be facilitated by theatre in education groups.

Draw and write

Pupils are asked to draw and/or write in response to a specific question, (e.g. in the box draw yourself showing how your body will change when you reach puberty. Write about these changes.) Can be used as needs assessment before a unit of work and/or assessment afterwards see 'Health for life' Nelson

Thornes envoys

Various groups of pupils are formed, each with a different task or issue to discuss or research. After a given amount of time, a representative from each group goes to another group to relate the key points or findings to them.

Film /TV

For example, films or TV soaps with substance misuse storylines supported by follow-up discussion, hot-seating of characters.

Fishbowl

One group performs an activity while the others sit around them and observe. The audience may be asked to observe generally, or to look for specific things. They could have a checklist of things to look for.

Graffiti boards

Pupils are asked to write comments/opinions/facts onto a large piece of paper that can then be displayed. Alternatively, each person may be given a piece of card, which can then be part of a 'wall' to which they all contribute. Consider use of online blogs, votes /& discussion forums

Interactive ICT

Educational software can be used. Pupils can also be given use of video recorders/digital cameras/computers to prepare presentations on a given topic.

Literature

Pupils' literature can be combined with techniques such as hot-seating of characters/ agony aunt letters.

Matching

This activity requires cards to be made up which can then be matched together by the pupils. For example, cards with the names of body parts may be matched to body functions.

Media analysis

For example, consider gender issues reported in newspapers, how different types of family groupings are portrayed in TV soaps. Consider use of range of video resources including those on www.thinkuknow.co.uk

Mind maps

Write an issue, topic or problem in the middle of a page. Branch out from the centre with the main themes and continue to branch out the ideas as far as possible.

Peer Education

Individuals of the same or similar ages act as educators or mentors, e.g. small groups could research different topics and then teach the other groups about their topic.

Puppets

A distancing technique to use with younger pupils

Ask-it Baskets

Pupils write down questions, anonymously if preferred, and post them in a question box or ask-it basket. The teacher/nurse may choose to answer the questions in the next lesson/session having had time to consider appropriate responses. Consider use of online blogs, votes /& discussion forums

Question display

What questions do we want to find the answers to? Display the questions and refer to them as the questions are answered. Pupils to decide: How can we find out the information? How can we display the results? Consider use of online blogs, surveys, votes /& discussion forums.

Questionnaires / Quizzes

Can be done individually, in pairs or small groups. Can be teacher/nurse led or researched and written by pupils for peers. Consider use of online blogs, surveys, votes /& discussion forums.

Role play

Pupils take on the role of another person and act out a scenario. The audience can rewind the action, fast-forward, freeze-frame and explore different consequences and decisions. They can also 'spotlight' certain characters and question them in role.

Rounds

Everyone is given the opportunity to express a view or opinion about a particular situation. This works well at the beginning or end of sessions.

Sides

Similar to the Continuum, except there is no middle ground.

Snowballing

Everyone works alone for a few minutes, listing ideas related to a task. They then form pairs and share views. The pairs then double up and share their ideas.

Syndicates

A type of role play where pupils formed into groups to represent a view, opinion or organisation. The group has to enter negotiations with another group representing a different view.

Tour

Groups of pupils prepare visual material in the form of posters to display on the wall. They then tour the displays and discuss the materials.

Triad

A pupil engages in an activity with another individual while a third observes, maybe writes notes, and gives feedback. Roles can then be changed.

Word storm / Thought shower

Individuals offer spontaneous suggestions regarding any issue. This is a short, quick activity where suggestions are recorded, but not discussed or challenged. Recorded material can be used later.

(From PSHE CPD Leads Handbook, March 2009)

APPENDIX 2a: Checklist prior to visit

Checklist for schools and agencies	
TIME AND PLACE	
Date(s) of Involvement:	Time: From to Number of days / weeks:
Venue / room(s):	Agency arrival time:

Room Layout:	Agency to be greeted by:
Equipment required to be provided by the school:	Session plans: Attached: yes / no To be forwarded to:
PEOPLE	
School:	Agency name:
Contact details:	Specialism:

<p>School address:</p> <p>Tel No:</p> <p>E-mail:</p>	<p>Agency address:</p> <p>Tel No:</p> <p>E-mail:</p>
<p>Child protection teacher:</p> <p>Learning mentor / other contact:</p>	<p>Agency contact:</p> <p>Other Contact:</p>
<p>Teachers to be involved:</p>	<p>Do parents/carers need to be consulted before the session? yes / no</p>
<p>Have disclosure / confidentiality procedures been discussed? yes / no</p> <p>Other policies for consideration:</p>	<p>Is the school satisfied with the agencies CRB / liability arrangements? yes / no</p>

Number of pupils:	Learning needs:
Key Stage:	Other / individual needs:
Year Group:	
Intended learning outcomes:	What has been taught previously?
	How will the work be continued?
How will skills and progress be assessed?	Who will be present?
	How will they support the session?

<p>How does the work support the CPD of teachers e.g. team teaching?</p>	<p>Do staff require / want any additional training? yes / no</p>
<p>How will the effectiveness of the session be evaluated by pupils?</p> <p>How will the effectiveness of the session be evaluated by adults?</p>	<p>Which routes for referral, procedures and services will pupils be signposted to?</p>
<p style="text-align: center;">AGREEMENTS</p>	
<p>Have any expenses been agreed to?</p> <p>yes / no</p>	

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Checklist completed by:

Designation:

Date:

Meeting carried out: in person / by phone / other (please circle)

APPENDIX 2b: Checklist

During & after visit

Joint Evaluation Form

Please fill this in together where possible

Aim of session:

Session date:

Time:

Agency:

Year group:

School:

Class:

Question	Scale 1 - 10	How do you know?
1. How well did the programme meet the needs of the pupils?		
2. How well has the work developed the skills of pupils to manage their wellbeing?		

3. How well has the input contributed to the PSHE Schemes of Work?		
4. Has there been an impact on staff skills and confidence?		
5. How well did the pre-planning support the session / visit?		
6. How will the work be continued and / or adopted into the Schemes of Work next year?		
7. Were there any elements that could be improved in the future?		
8. Any other comments?		

Please keep a copy for your records.

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APPENDIX 3: Topics to be covered in PSHE

The order of these units may be subject to change (See LTP above), to respond to the needs of the children in each class. Parents will be notified of the order of these units through sharing of the Long Term Plan: <http://www.carrmanor-pri.leeds.sch.uk/pshe-planning/>




Year 1 - PSHE		
Autumn 1	Spring 1	Summer 1
<p>Physical health and wellbeing: Fun times</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about food that is associated with special times, in different cultures • about active playground games from around the world • about sun-safety 	<p>Careers, financial capability and economic wellbeing: My money</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about where money comes from and making choices when spending money • about saving money and how to keep it safe • about the different jobs people do 	<p>Mental health and emotional wellbeing: Feelings</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about different types of feelings ● about managing different feelings ● about change or loss and how this can feel
Autumn 2	Spring 2	Summer 2
<p>Keeping safe and managing risk: Feeling safe</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● safety in familiar situations ● about personal safety 	<p>Drug, alcohol and tobacco education: What do we put into and on to bodies?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about what can go into bodies and how it can make people feel ● about what can go on to bodies and how it can make people feel 	<p>Living and Growing: Boys and girls, families</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about growing from young to old and that they are growing and changing ● that everybody needs to be cared for and ways in which they care for others

- about people who help keep them safe outside the home



- about different types of family and how their home-life is special

Year 2 - PSHE





Autumn 1	Spring 1 and 2	Summer 1
<p>Physical health and wellbeing: What keeps me healthy?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about eating well • about the importance of physical activity, sleep and rest • about people who help us to stay healthy and well and about basic health and hygiene routines 	<p>Identity, society and equality: Me and others</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about what makes themselves and others special • about roles and responsibilities at home and school • about being co-operative with others <p>Living and Growing Boys and girls, families</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • to understand and respect the differences and similarities between people • about the biological differences between male and female animals and their role in the life cycle • the biological differences between male and female children 	<p>Keeping safe and managing risk: Indoors and outdoors</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about keeping safe in the home, including fire safety • about keeping safe outside • about road safety 
Autumn 2		Summer 2
<p>Mental health and emotional wellbeing: Friendship</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about the importance of special people in their lives • about making friends and who can help with friendships • about solving problems that might arise with friendships 		<p>Drug, alcohol and tobacco education: Medicines and me</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • why medicines are taken • where medicines come from • about keeping themselves safe around medicines 

 The red flag demarcates where lessons link directly to

Year 3 - PSHE

Autumn 1	Spring 1	Summer 1
<p>Drug, alcohol and tobacco education: Tobacco is a drug</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> the definition of a drug and that drugs (including medicines) can be harmful to people about the effects and risks of smoking tobacco and secondhand smoke about the help available for people to remain smoke free or stop smoking <p>Asthma lesson for Year 2, 3 or 4</p> <ul style="list-style-type: none"> that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use 	<p>Living and Growing: Growing up and changing</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about the way we grow and change throughout the human lifecycle about the physical changes associated with puberty 	<p>Careers, financial capability and economic wellbeing: Saving, spending and budgeting</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about what influences people's choices about spending and saving money how people can keep track of their money about the world of work
Autumn 2	Spring 2	Summer 2
<p>Keeping safe and managing risk: Bullying – see it, say it, stop it</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> to recognise bullying and how it can make people feel about different types of bullying and how to respond to incidents of bullying about what to do if they witness bullying 	<p>Identity, society and equality: Celebrating difference</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> Pupils learn about valuing the similarities and differences between themselves and others Pupils learn about what is meant by community Pupils learn about belonging to groups 	<p>Physical health and wellbeing: What helps me choose?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about making healthy choices about food and drinks about how branding can affect what foods people choose to buy about keeping active and some of the challenges of this




Year 4 - PSHE

Autumn 1	Spring 1	Summer 1 and 2
<p>Identity, society and equality: Democracy</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about Britain as a democratic society ● about how laws are made ● learn about the local council 	<p>Physical health and wellbeing: What is important to me?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● why people may eat or avoid certain foods (religious, moral, cultural or health reasons) ● about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality) ● about the importance of getting enough sleep 	<p>Mental health and emotional wellbeing: Strengths and challenges</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about celebrating achievements and setting personal goals ● about dealing with put-downs ● about positive ways to deal with set-backs 
Autumn 2	Spring 2	
<p>Drug, alcohol and tobacco education: Making choices</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them ● about the effects and risks of drinking alcohol ● about different patterns of behaviour that are related to drug use <p>Asthma lesson for Year 2, 3 or 4</p> <ul style="list-style-type: none"> ● that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use  	<p>Keeping safe and managing risk: Playing safe</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● how to be safe in their computer gaming habits ● about keeping safe near roads, rail, water, building sites and around fireworks ● about what to do in an emergency and basic emergency first aid procedures 	<p>Living and Growing: Growing up and changing</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about menstruation and wet dreams ● about the impact of puberty in physical hygiene and strategies for managing this ● how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty ● strategies to deal with feelings in the context of relationships ● to answer each other's questions about puberty with confidence, to seek support and advice when they need it 



The red flag demarcates where lessons link directly to safeguarding

Year 5 - PSHE

Autumn 1	Spring 1	Summer 1
<p>Living and Growing: Healthy relationships / How a baby is made</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about the changes that occur during puberty ● to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact ● what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships 	<p>Keeping safe and managing risk: When things go wrong</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about keeping safe online ● that violence within relationships is not acceptable ● about problems that can occur when someone goes missing from home 	<p>Drug, alcohol and tobacco education: Different influences</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis ● about different influences on drug use – alcohol, tobacco and nicotine products ● strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol 
Autumn 2	Spring 2	Summer 2
<p>Identity, society and equality: Stereotypes, discrimination and prejudice (including tackling homophobia)</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about stereotyping, including gender stereotyping ● workshop from Diversity Role Models or Equaliteach ● about prejudice and discrimination and how this can make people feel 	<p>Mental health and emotional wellbeing: Dealing with feelings</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about a wide range of emotions and feelings and how these are experienced in the body ● about times of change and how this can make people feel ● about the feelings associated with loss, grief and bereavement 	<p>Careers, financial capability and economic wellbeing: Borrowing and earning money</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● that money can be borrowed but there are risks associated with this ● about enterprise ● what influences people's decisions about careers



Year 6 - PSHE

Autumn 1 and 2	Spring 1	Summer 1
<p>Physical health and wellbeing: In the media</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● that messages given on food adverts can be misleading ● about role models ● about how the media can manipulate images and that these images may not reflect reality <p>Living and Growing: Healthy relationships / How a baby is made</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about human reproduction in the context of the human lifecycle ● how a baby is made and grows (conception and pregnancy) ● about roles and responsibilities of carers and parents ● to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it <p>Additional lessons: FGM</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ○ Lesson 1- Keeping secrets, trusted adults and exploring dilemmas, linked to the text 'Oh Lila' ○ Lesson 2- Rules and laws in the UK ○ Lesson 3- FGM (no images or visuals will be shown) 	<p>Drug, alcohol and tobacco education: Weighing up risk</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs ● about assessing the level of risk in different situations involving drug use ● about ways to manage risk in situations involving drug use 	<p>Mental health and emotional wellbeing: Healthy minds</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● what mental health is ● about what can affect mental health and some ways of dealing with this ● about some everyday ways to look after mental health ● about the stigma and discrimination that can surround mental health
	Spring 2	Summer 2
	<p>Identity, society and equality: Human rights</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about people who have moved to Islington from other places, (including the experience of refugees) ● about human rights and the UN Convention on the Rights of the Child ● about homelessness 	<p>Keeping safe and managing risk: Keeping safe - out and about</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about feelings of being out and about in the local area with increasing independence ● about recognising and responding to peer pressure ● about the consequences of anti-social behaviour (including gangs and gang related behaviour) <p>FGM</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> ● about the importance for girls to be protected against FGM



The red flag demarcates where lessons link directly to safeguarding



APPENDIX 4: Mindmate Curriculum

MindMate Lessons: Scheme of Work Key Stage 1&2

Themes	Year 1		Year 2	
	Lesson Title & Focus	Learning Opportunities	Lesson Title & Focus	Learning Opportunities
Feeling good & being me	Recognise feelings <i>I can talk about how I am feeling</i>	Pupils should have the opportunity to... think about themselves & the different feelings they have develop a vocabulary to describe their feelings to others & simple strategies for managing feelings	Celebrate strengths <i>I'm good at... & I am going to try & be better at...</i>	Pupils should have the opportunity to... learn from their experiences recognise & celebrate their strengths set simple but challenging goals
Friends & Family	Recognise how others show feelings & know how to respond <i>I know when my friends are feeling happy</i>	Pupils should have the opportunity to... identify & talk about times when people feel happy learn to communicate their feelings to others recognise how others show feelings & know how to respond	Impact of behaviour on others <i>I know that what I say & do can affect my friends</i>	Pupils should have the opportunity to... recognise how their behaviour affects other people understand the importance of being co-operative with others
Life Changes	New school/class Making new friends <i>I understand that talking about my feelings can help</i>	Pupils should have the opportunity to... learn how to communicate their feelings about new experiences to others recognise how others show feelings & know how to respond	Loss; Losing loved object/ pet/person <i>I can talk about feeling sad when I have lost something</i>	Pupils should have the opportunity to... learn about change & loss & the associated feelings (including moving home, losing toys, pets or friends) understand how it feels to lose something special describe times when people might feel loss
Strong emotions	Recognise what is fair/ unfair right/wrong <i>I know when someone is being unkind, including myself</i>	Pupils should have the opportunity to... recognise what is fair & unfair, kind & unkind, what is right & wrong, learn what to do when someone is unfair or unkind	Comfortable & uncomfortable feelings <i>I can talk about what makes me feel sad</i>	Pupils should have the opportunity to... describe how it feels to be sad/unhappy express & share feelings of unhappiness
Being the same, being different	Celebrating differences <i>I know the people in my class are all different</i>	Pupils should have the opportunity to... recognise that everyone is different begin to learn about empathy	Beginning to understand empathy <i>I understand my friend might have different feelings to me</i>	Pupils should have the opportunity to start to understand empathy start to empathise with others & how they may be feeling
Solving problems/ Making it better	Setting goals & targets <i>I can work & play well in a small group</i>	Pupils should have the opportunity to... learn how to play & work co-operatively with others understand that people often need to play / work together to reach a shared outcome	Not giving up/ Perseverance <i>I understand it is important to keep going when something is tricky</i>	Pupils should have the opportunity to... learn how to play & work co-operatively with others understand that people often need to play / work together to reach a shared outcome reflect on & celebrate their achievements, identify their strengths & areas for improvements

Themes	Year 3		Year 4	
	Lesson Title & Focus	Learning Opportunities	Lesson Title & Focus	Learning Opportunities
Feeling good & being me	Goals & aspirations <i>I'm good at.... & I am going to try & be better at...by setting myself a simple target</i>	Pupils should have the opportunity to reflect on & celebrate their achievements & identify their strengths identify areas for improvement & set high aspirations & goals	Feelings - Intensity <i>I can use a range a words to describe my feelings</i>	Pupils should have the opportunity to extend their vocabulary to enable them to explain both the range & intensity of their feelings to others recognise & respond appropriately to a wider range of feelings in others
Friends & Family	Unkind behaviours <i>I understand that when I am unkind it impacts on others</i>	Pupils should have the opportunity to recognise what is fair & unfair, kind & unkind, what is right & wrong recognise when people are being unkind either to them or others, learn what to do when someone is unfair or unkind	Skills to maintain & keep positive relationships <i>I can describe a healthy relationship</i>	Pupils should have the opportunity to recognise what constitutes a positive, healthy relationship develop the skills to form & maintain positive & healthy relationships
Life Changes	Life in KS2 New faces/ new routines <i>I am learning to handle change</i>	Pupils should have the opportunity to understand the importance of being co-operative with others understand that change happens & can be challenging understand that adapting to change is key to developing emotional wellbeing	Positive & negative effects on emotional wellbeing & mental health <i>I am learning to accept that I will feel a wide range of emotions depending on the situation</i>	Pupils should have the opportunity to name some factors, including changes, that can affect people's emotional wellbeing & that feeling different emotions is a part of life understand that everyone's mental health & change can change over time
Strong emotions	Introducing strong emotions, including anger <i>I know it's ok to feel strong emotions sometimes</i>	Pupils should have the opportunity to recognise that that they may experience strong emotions such as anger learn there are ways to cope with these strong emotions	Resisting pressure <i>I can stand up for myself without hurting others</i>	Pupils should have the opportunity to know that people can experience conflicting emotions at different times, such as times of loss & change, stress, anxiety & recognise when & how to ask for help use basic techniques for resisting pressure to do something dangerous, unhealthy and so on
Being the same, being different	Differing opinions <i>I accept that my friends & I might have different opinions</i>	Pupils should have the opportunity to learn how to play & work co-operatively with others understand that people often need to play / work together to reach a shared outcome share their opinions on things that matter to them	Know actions affect themselves & others <i>I know that discrimination can hurt people's feelings</i>	Pupils should have the opportunity to understand that their actions affect themselves & others develop self-awareness, doing the right thing learn the connection between discrimination & uncomfortable feelings
Solving problems/ Making it better	Dealing with difficult situations <i>I can work with different people in my class</i>	Pupils should have the opportunity to understand that people often need to play / work together to reach a shared outcome even when they disagree begin to understand empathy & why people can be different (in behaviour & image)	Coping with difficult situations <i>I can cope in difficult situations</i>	Pupils should have the opportunity to recognise that, at times, they may experience conflicting emotions understand more about managing their emotions

Themes	Year 5		Year 6	
	Lesson Title & Focus	Learning Opportunities	Lesson Title & Focus	Learning Opportunities
Feeling good & being me	Self-Belief <i>I can do ...</i>	Pupils should have the opportunity to develop self-awareness, doing the right thing understanding that their actions affect themselves & others	Self-Integrity <i>I can stay true to myself despite external pressures</i>	Pupils should have the opportunity to know what positively & negatively affects their physical, mental & emotional health, including the media
Friends & Family	Unhealthy friendships & relationships <i>I can describe an unhealthy relationship</i>	Pupils should have the opportunity to recognise ways in which a relationship can be unhealthy & who to talk to if they need support know what positively & negatively affects their physical, mental & emotional health	Celebrating friendship <i>I can talk about how I will maintain positive relationships</i>	Pupils should have the opportunity to recognise what constitutes a positive, healthy relationship & develop the skills to form & maintain positive & healthy relationships
Life Changes	Aspirations to manage change positively <i>I am seeing changes in a more positive light</i>	Pupils should have the opportunity to learn that different people respond differently to different changes learn that some people find change easier than others find out that there are things they can do that help them cope with or accept change	Moving on <i>I can talk about changes I am looking forward to</i>	Pupils should have the opportunity to learn that major life changes can be fun & exciting, at the same time as being daunting for some talk about moving on to secondary school recognise & respond appropriately to a wider range of feelings in others
Strong emotions	Strong emotions & mental health <i>I know what mental health is</i>	Pupils should have the opportunity to define what is meant by 'mental health' & can identify what mental health looks like recognise the link between strong emotions & poor mental health & develop protective strategies recognise that anyone can be affected by poor mental health identify the appropriate language to use to describe mental health know what people can do to support their mental health & where people can get help	Happiness <i>I have a good understanding of emotional wellbeing</i>	Pupils should have the opportunity to deepen their understanding of comfortable feelings & extend their vocabulary to enable them to explain both the range & intensity of their feelings to others recognise & respond appropriately to a wider range of feelings in others know when they might need to listen to their emotions in order to move on
Being the same, being different	Stigma <i>I know what stereotyping is</i>	Pupils should have the opportunity to learn about stereotyping, including gender stereotyping know that stereotypes exist for different groups & can explain what is meant by the word 'stereotype'	Body image /Social media <i>I can talk & listen in difficult discussions</i>	Pupils should have the opportunity to recognise how images & campaigns in the media & social media do not always reflect reality & can affect how people feel about themselves e.g. body image, eating issues share their opinions on things that matter to them & explain their views through discussions with one other person & the whole class
Solving problems/ Making it better	Talking it through Restorative justice <i>I can support my friends when things go wrong</i>	Pupils should have the opportunity to develop an awareness & understanding of the role peers can play in supporting one another including restorative approaches	Winning What does it take? <i>I can look after my mental health</i>	Pupils should have the opportunity to identify ways that people can look after their mental health understand the importance of being healthy physically, emotionally & mentally