



*Let all that you do be done in love.*

**1Corinthians 16:14**

# **PSHE Policy**

Personal Social, health and economic education.

**Includes Relationships education,**

**Health education and RSE**

(Relationships and sex education)

**Member of staff responsible: Mrs S Garland**

**Date of approval: Jan 25**

**Date of Policy: September 2022**

**Review Date: Jan 27**

## **At Gonerby Hill Foot our vision is:**

### **Learning**

**Offering an ambitious educational experience, developing a lifelong love of learning for all.**

### **Loving**

**Fostering a spirit of self-worth, compassion and respect across our community.**

### **Living**

**Together, empowering resilient, responsible global citizens.**

**Creating leaders who are inspired to serve, enabling us to live life in all its fullness.**

Let all that you do be done in love.

**1Corinthians 16:14**

## **Introduction**

At Gonerby Hill Foot, underpinned by our Christian distinctiveness, we provide a safe, caring, stimulating and inclusive environment for our pupils to thrive. Although PSHE is a non-statutory subject, we believe PSHE is an important and necessary part of all pupils' holistic education and use PSHE to deliver the statutory Relationships and Health Education and this policy reflects the 2020 guidance and covers all aspects of Relationships Education and Health Education in an age-appropriate way.

This document is a working document and changes may be made throughout the year. Any updated versions will be available via our school website. This document is intended for all staff within school, parents, governors and any outside parties.

The National Curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.' According to the Education Act 2002 and the Academies Act 2010, the PSHE curriculum should be a balanced and broadly-based curriculum which 'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for opportunities, responsibilities and experiences of later life.' Our PSHE curriculum meets these requirements.

## **The GHF PSHE Curriculum**

The Personal Development of pupils is a high priority at GHF. Our vision of *learning, loving and living* supports our desire for pupils to achieve their full potential. We have high expectations for all our pupils and believe that, through our Christian distinctiveness, our vision and values and our emphasis on British values and cultural capital, we develop a community of pupils who understand and value intrinsic rewards, supporting our vision for global citizens, inspired to serve.

PSHE, Circle Time, and Values Worship times all work to ensure our pupils are ready for the next stage of their educational journey and prepared to be part of a community as well as the key stages of the Restorative Approach supporting our positive relationships policy.

The teaching of PSHE at Gonerby Hill Foot School has two distinct elements:

- The PSHE curriculum (Dimensions 3D PSHE lessons)
- PSHE Circles

Our PSHE Education encourages the development and practice of resilience and perseverance, self-respect and self-worth. Pupils are also helped to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

## **Intent: what are we trying to achieve?**

Through PSHE education children will learn to sympathise and ultimately empathise with other people. Also learning to serve others within school and the wider community.

Through PSHE teaching, children will learn to value and love themselves for who they are and their unique talents in all areas of life.

The RSE part of the PSHE curriculum will enable children to make safe and informed decisions about the relationships they encounter within their lives. Allowing them to understand what different relationships mean to them.

- Our PSHE curriculum equips pupils with a sound understanding of risk and gives children the knowledge and skills necessary to make safe and informed choices
- Our PSHE curriculum teaches healthy attitudes including financial education, SRE, Importance of physical activity and diet for healthy lifestyle.
- Pupils will develop an awareness of issues beyond our immediate community through weekly opportunities to share 'Values Worship' and discuss their own opinions and views.
- Pupils learn to respect similarities and differences between our diverse cultures in order to build successful and meaningful friendships and relationships that are vital to the world we live in.
- Through our PSHE curriculum and PSHE circles children are aware of fundamental British values: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs leading to them participate fully, and contribute positively, to life in modern Britain
- Pupils will be supported to achieve the 5 ways to well being through an acronym we call **CALMS**: connect, keep active, keep learning, take notice ( be mindful) and give (serve).
- Our PSHE circles teach children to emotional literacy 'Umbrellas' based on the work of Susan David (emotional agility) so that our children can articulate their feeling including: Angry Anxious Happy Sad Hurt Embarrassed
- Pupils will know, through PSHE circles, how they are developing their 'characteristics' from the dimensions thematic planning across the school:  
Explorers: We are curious, confident, co-operative and experimental.  
Pathfinders: We are creative, innovative, decisive, and independent.  
Adventurers: We are brave, prepared, Risk-takers, and resilient.  
Navigators: We are able to apply skills, overcomers, focused and leaders.

### **PSHE curriculum lessons – Content and Coverage**

The content for our PSHE curriculum for Foundation stage (reception), Pathfinders (Year 1 and 2), Adventurers (Year 3 and 5) and Navigators (Year 5 and 6) can be found in the appendix. All teachers have a copy of these and are expected to teach all lessons outlined in the content and coverage document.

Protected Characteristics are covered in our 3D PSHE curriculum lessons. An outline of where these lessons occur in our cycle is in Appendix 1. Additional discussion around: Gender, Pregnancy/Maternity, Marriage and Civil Partnerships, Disabilities, Race, Region and Beliefs; also form part of our weekly picture new sessions.

### **Relationships Education (Statutory)**

Our PSHE curriculum teaches pupils, in an age-appropriate, well-judged and sensitive way about:

- Healthy, positive and supportive relationships.
- Families (based on a clear knowledge of the pupils and their circumstances, reflecting that some children have different family structures and supportive relationships)
- Turn taking, kindness, consideration and respect, honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.
- Establishing personal space and boundaries, showing respect and understanding, including the differences between appropriate and inappropriate or unsafe physical, and other, contact (these being the forerunners of teaching about consent, which takes place at secondary)
- Online safety and appropriate behaviour online, including sharing data and ways in which information provided by users may be used negatively.
- Positive emotional and mental wellbeing, including how friendships can support mental wellbeing.
- Further details of the curriculum content can be found in appendix 1.

### **Extremism and Radicalisation**

Our extremism and radicalisation lessons cover foundations in self-esteem and belonging including:

- Understanding the differences between ‘fact’ and ‘opinion’
- Recognising and respecting similarities and differences between people
- How to deal with confrontation
- Understanding that difference is a positive feature
- How to deal with peer pressure
- How extremism manifests itself; homophobia and racism as extremist behaviours; terrorism.

#### Tough topics

We have chosen to teach some of the tough topics from the PSHE 3D Curriculum, but others we have decided will be only used if we feel there is a need. These are noted clearly in the Appendix 2.

#### Sex Education

The National Curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Discussion between SLT and PSHE lead has led us to the decision to teach certain elements of the 3D PSHE Sex Education. The teaching and materials are appropriate, having regard to the age and religious backgrounds, and any special educational needs or disabilities of our pupils.

The elements we have decided we will teach, to meet the needs of our children, are clearly noted in Appendix 2.

Note: Parents have the right to withdraw their children from our sex education lessons. Mrs Watson will be available to discuss the request with parents to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum, and a record will be kept of this process. Mrs Watson will discuss with parents the benefits of receiving this education and any detrimental effects that withdrawal might have on the child, for example the likelihood of the child hearing their peers’ version of what was said in the classes, rather than what was directly said by the teacher. These detrimental effects may, of course, be mitigated if the parents propose to deliver sex education to their child at home instead. If a pupil is excused from sex education, our school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

#### Protected Characteristics

Protected characteristics appear in our weekly Values worship sessions. Our curriculum explicitly covers protected characteristics in the following lessons:

**Disability** 3D PSHE Reception Programme Lesson 19

**Gender Reassignment** 3D PSHE Sex Education Unit Lesson 5

**Sex** KS1 C1U3L1, L2, L3; LKS2 C3U3L1 Gender Stereotypes; UKS2 C2U3L2 Gender Stereotypes

**Pregnancy and Maternity** 3D PSHE Sex Education Unit Lesson 2

**Sexual Orientation** 3D PSHE Sex Education Unit Lesson 2; 3D PSHE Extremism and Radicalisation Unit Lesson 3

**Marriage and Civil Partnerships** LKS2 C2U4L2 Family Links; UKS2 C2U4L3 Marriage

**Race** 3D PSHE Reception Programme Lesson 16; KS1 C2U4L3; UKS2 C2U3L1 Race and Ethnicity; UKS2 C2U3L3 Culture

**Religion or Belief** 3D PSHE Reception Programme Lesson 23; LKS2 C2U4L3, L4 Religious Views

## **Implementation:**

### **How does our PSHE curriculum meet our intention?**

We use a PSHE Programme – Dimensions 3D PSHE - in which pupils develop the knowledge, skills and attributes needed in order to keep themselves healthy and safe whilst preparing them for and next step in their education.

There are three underlying core themes taught throughout Dimensions 3D PSHE, within which there is broad overlap and flexibility :-

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

### **PSHE curriculum lessons – Content and Coverage**

The lessons from 3D PSHE have been cross referenced to cover all areas of PSHE, relationships education, Health education and RSE. for primary schools. The content for Explorers (Foundation stage - reception), Pathfinders (Year 1 and 2), Adventurers (Year 3 and 5) and Navigators (Year 5 and 6) can be found in Appendix 2.

Teachers have a copy of the content for all phases and are expected to teach all lessons outlined in the content and coverage document. All teachers have access to the 3D PSHE resources as part of the Learning Means The World subscription. Support for teachers is also available from the PSHE lead and/or the team at Dimensions. Teachers are expected to use their PPA time to read and reflect on the lessons, making alterations where necessary to ensure the content matches the needs of the pupils. Activities may not be the same as the lesson plan provided but the expectation is that the objective of the lesson will be covered.

### **How does our PSHE Circles sessions meet our intention?**

Each class will do ‘circle time’ 3 times a week. 2 will be class specific, and one will be based on Values Worship sessions

During Values Worship, teachers and children will take an active part in the discussion points of the provided assembly. The issues and questions raised in each session will be discussed.

The two class circle times will be based on CALMS, British Values, The Characteristics from that phase’s character, and/or wellbeing. Each of these circle times will:

Begin with a small group discussion about how they are feeling using their traffic light check in (in foundation stage they use colours from ‘The Colour Monster’).

There will be an element of **CALMS** discussed and this might be on rotation.

Finally, the children will focus on one other element from either The Characteristics, emotion umbrellas or British values.

Circle time can be a traditional whole class circle, or mini circles (table groups). A way for each circle to feedback to the whole class is expected so that circle time is active learning time and not allowing children to be passive.

### **How does our PSHE curriculum link to the overall curriculum and thematic units?**

The Content and coverage document (see appendix) shows where PSHE curriculum lessons are taught within the thematic Dimensions curriculum. Most lessons have been placed where meaningful links can be made between the thematic topic and the PSHE objectives. Other lessons have been placed in ‘units’ where similar lessons follow each other sequentially – each lesson building on the previous. Some lessons may be taught as ‘standalone’ lessons – this to cover the lessons that are important but where no link can be made and ensures

full coverage of the objectives.

Anti-bullying week in November will be an opportunity for the children to revisit their understanding of bullying. The 'Safe Zone' materials will be covered as a special 'focus week' each February to coincide with e-safety day.

Workshops and other presentations from the LCC stay safe team and organisations such as NSPCC will be used wherever possible and relevant to broaden the children's knowledge and understanding.

### **How does our PSHE curriculum provide progression?**

Stand-alone lessons in EYFS set a foundation on which our KS1 builds.

Our spiral curriculum ensures that the 3 cores of Health and wellbeing, Relationships and Living in the wider world are covered in all phases: KS1, LKS2 and in UKS2. Similarly, Extremism and radicalisation units are covered across the phases KS1-UKS2.

Some areas e.g. Bullying, feature prominently as taught lessons in KS1 and LKS2 but are only revisited in UKS2 as it is assumed that by the end of LKS2 Children have all the necessary knowledge.

Other times KS1 and LKS2 build simple foundations e.g 'bodies' or 'growing and changing' which lead into more detailed units in UKS2.

It is clear in the Content and Coverage (Appendix 2) where lessons link and progress.

### **Staffing, time in curriculum and expectations?**

All class teachers are responsible for the delivery of PSHE content. All teaching staff have access to the 3D PSHE resources and have received training on using the dimensions thematic curriculum. Emma Spence is responsible for leading PSHE. Any questions or concerns about the policy or the curriculum should be made to the PSHE lead. Jayne Watson, head teacher, will deal with parental request for children being removed from element of PSHE where applicable.

#### Learning

The expectation is that PSHE curriculum lessons, as outlined in the content and Coverage (Appendix 2), will be taught once a week. There may be circumstances where this isn't possible, but the aim is once a week, every week. A circumstance might be where 2 PSHE lessons are taught close together in the thematic unit (2 lessons in one week) so no PSHE the following week. In the 6 week term, there will be 6 lessons recorded.

#### Recording and books.

Pupils are encouraged to participate in a wide variety of activities, enabling them to make significant contributions to both life in school and within the wider community. This allows them to become aware of their skills and talents, develop their self-worth, learn to work as part of a team and take greater responsibility for their own learning. In doing so, they are able to reflect and evaluate on how they are making progress. To ensure children can reflect on their progress effectively each PSHE will be recorded in books from Y1 – Y6. There will be a date, Title (which will link to the Learning Objective) and then an element of recording to support children in remembering and recalling knowledge – picture, photo, diary entry, symbol, quote, create a 'sticker' (see appendix 3). These should not be overly onerous but should help children to retrieve and recall previous learning.

We do not need a new page for each lesson. The date will signify the new lesson.

EYFS will record their weekly PSHE using a floor book – one for EYFS with one entry per session – this could be photos, pictures, a key phrase etc.

#### Marking and assessment

PSHE books will be outside the marking policy for GHF. PSHE books are kept more as a journal for the children and by 'marking' their response the children may feel less confident to write their true feelings. Teachers will look at books during and/or after each lesson to support ongoing assessment to inform planning and next steps. Teachers will also look at books to inform assessment against the KPIs in line with the school

assessment timetable.

PSHE circles do not need recording but will provide useful information for class teachers about the wellbeing and the PSHE needs of their class.

### **Dealing with sensitive questions**

Inevitably, children may ask questions as part of the discussion in the classroom, which the teacher feels are sensitive or should not be answered as part of a whole class discussion. If this occurs, the teacher may answer the question sensitively and in an age appropriate manner if they feel it is appropriate. However, they may feel it is more appropriate to have a conversation with the child's parent so that conversations can be carried on at home.

### **Monitoring and evaluation of PSHE**

Books will be scrutinised in line with the monitoring timetable and/or 3 times a year to ensure consistency across the school. In addition, the PSHE lead will also carry out pupil voice activities and observations of PSHE curriculum lessons and PSHE circles.

### **SEND and accessibility.**

Staff will use their professional judgement to make necessary adaptations to ensure that all children can access the learning. This may mean adapting resources, changing the language, additional thinking time, visual prompts etc.

### **Impact: What difference is this making to our pupils?**

- Our children will be able to discuss CALMS and know why these are important to support their wellbeing.
- Our children will be able to talk about how they keep well, keep healthy and have healthy attitudes in a variety of ways.
- Our children will be able to identify what makes respectful and positive relationships with others.
- Our children will know about making choices living in the wider world including Rules, Responsibility, Diversity, Economic awareness and about Money.
- Our children will know about potential risks they may encounter and know ways to keep themselves safe and will know steps they can make if they are feeling unsafe.
- Our children will know about wider issues in the world beyond our immediate community.
- Our children will demonstrate British Values and the Characteristics from our Learning Means the world curriculum.
- Our children will be able to articulate their emotions when asked.

We will know that they will be able to do this by making careful observations of children in our class during PSHE lessons and by noticing attitudes during other lessons and free time in school.

Leaders will know that this is the case because when asked, children will articulate the points above.

By having the skills and knowledge of the points above they will be ready for their next step in life and will be able to make choices in their life today.

If we feel there are children who do not have the skills and knowledge above then we will adapt planning where necessary. It might be that certain children need PSHE intervention, or a referral for pastoral support.

## **Appendix 1**

Content of PSHE across the whole scheme

Dimensions 3D PSHE supports the development of the attitudes, values, skills and behaviour which enable pupils to:-

- Live healthy lifestyles
- Address personal hygiene
- Develop an awareness of changing and growing
- Deal with different emotions in an appropriate way
- Keep safe
- Communicate well with others and work as a team
- Define, identify and know how to respond to bullying
- Know where and how to seek help when needed
- Treat everybody with respect
- Form and build positive relationships
- Understand the reasons for rules, and their responsibility to keep them
- Learn about their responsibility in caring for others
- Be active in their own learning
- Be active within their community
- Manage money well
- Keep safe online
- Self-assess and identify their strengths and weaknesses
- Know how to make emergency calls
- Know basic First Aid
- Work collaboratively and respectfully
- Appreciate diversity
- Empathise with other points of view
- Express opinions clearly
- Understand the changes that occur in puberty
- Develop strategies for managing changing emotions

## Appendix 2

### Content and Curriculum Coverage of PSHE

Foundation stage

Black = Where the 3D PSHE is in the thematic units Blue = Lessons to fit in during a specific unit. NOT included in the Thematic unit, but as a lesson in 3D PSHE.

Lesson 1 Hide and seek	Week 15	Lesson 10 Rainy days	Week 17	Lesson 19 Busy Body	Happy to be me Week 25
Lesson 2 Nan's house	Week 18 or No Place Like Home	Lesson 11 I feel poorly	Help is at hand or week 9	Lesson 20 The new pet	Week 8 or Topic No Place Like Home
Lesson 3 I like...	Week 4	Lesson 12 Clean and tidy	Week 7	Lesson 21 Getting in a knot	Week 24
Lesson 4 It's your turn	No place like home Week 5	Lesson 13 Bully Boy	Week 21	Lesson 22 E-Safety – be safe	In E-safety week
Lesson 5 What a problem	Week 16	Lesson 14 Family Fun	Happy to be me or week 6 or week 2	Lesson 23 Eid Mubarak!	Week 14 or Come Fly With Me OR actual Eid date TBC
Lesson 6 Take the plunge	Week 3	Lesson 15 One gold star	Week 20	Lesson 24 Playtime games	Week 12
Lesson 7 An old friend	Under the sea or Week 19	Lesson 16 All join in	Week 10 Come Fly With Me	Lesson 25 Litter bug	Week 23
Lesson 8 Me and you	Happy to be me	Lesson 17 I'm stuck!	Help is at hand or week 22		
Lesson 9 Stick to the rules	Week 13	Lesson 18 A piece of cake	Week 11		

The Safe Zone – these are new units that will be covered as a special 'focus week' each February to coincide with e-safety day (7<sup>th</sup> Feb in 2022) The Safe Zone Unit will be covered on a 2 year rolling programme following the dates below:

2022-2023 – EYFS, Year 1, Year 3, Year 5 Safe Zone to be covered. 2023-2024 – EYFS, Year 2, Year 4, Year 6 Safe Zone to be covered.  
KS1

Black = Where the 3D PSHE is in the thematic units Blue = Lessons to fit in during a specific unit. NOT included in the Thematic unit, but as a lesson in 3D PSHE.

Core 1 – Health and Wellbeing

Unit 1 Healthy Lifestyles		Unit 2 Hygiene		Unit 3 Changing and growing		Unit 4 Emotions		Unit 5 Keeping Safe	
Lesson 1 Healthy eating 1 – Vote green	Going wild	Lesson 1 Dental Hygiene 1 – Brushing up!	Paddington's passport	Lesson 1 Similarities and differences – Boys V Girls	Zero to Hero	Lesson 1 Happiness – Smile!	Light up the world	Lesson 1 Sun Safety – It's a cover up!	Light up the world
Lesson 2 Healthy Eating 2 – meat eaters	Going wild (Come Fly with me – Arctic circle revisit)	Lesson 2 Dental hygiene 2 – bright white	Paddington's passport	Lesson 2 The human body – Body bits	Going wild	Lesson 2 Anger – Grrr!	Light up the world	Lesson 2 Road Safety – Green x code	Unity in the community
Lesson 3 Healthy Eating 3 – party time	Going wild	Lesson 3 Dental Hygiene3 – top teeth	Paddington's passport	Lesson 3 Growing up – All grown up	Zero to Hero	Lesson 3 Love – Three little words	Light up the world	Lesson 3 Drug Safety – magic medicine	Powhatan people
Lesson 4 Physical activity 1 – Get physical!	Going wild	Lesson 4 Washing hands – Meet grub!	Royal Patrons	Lesson 4 Changing needs – I need	Zero to Hero	Lesson 4 Sadness – How to cope	Light up the world	Lesson 4 Personal safety – secret surprise	Powhatan people
Lesson 5 Physical activity 2 – mighty muscles	Going wild	Lesson 5 Keeping clean – Bath time!	Royal Patrons	Lesson 5 Responsibility – Who's at fault?	Land Ahoy	Lesson 5 Consequences – Good V Bad	Light up the world	Lesson 5 Emotional Safety – Getting help	Powhatan people
Lesson 6 Exercise – workout	Going wild	Lesson 6 Skin – Skinny tips	Royal Patrons	Lesson 6 Emotions – Mood swings	Zero to Hero (Light up the world revisit)	Lesson 6 Aspirations – It's a goal	Light up the world (Zero to hero revisit)	Lesson 6 Internet Safety – E- safety	Inter-Nation Media Station revisit
								Lesson 7 Staying safe – I Don't know you	Powhatan people

Core 2 – Relationships

Unit 1 Communication		Unit 2 Bullying		Unit 3 Fairness		Unit 4 Families and friends	
Lesson 1 Feelings – How I feel	Inter-Nation Media Station	Lesson 1 Definition – A Bully is...	Happily ever after	Lesson 1 Fair and unfair – It's not fair!	Never Eat Shredded wheat	Lesson 1 Friendship 1 – Forever friends	Come Fly with me – Arctic circle
Lesson 2 Responses – You and me	Inter-Nation Media Station	Lesson 2 Unkindness – Blame Game	Happily ever after	Lesson 2 Comparisons – All the same	Never Eat Shredded wheat	Lesson 2 Friendship 2 – Make friends	Come Fly with me – Arctic circle

Lesson 3 Opinions – I think...	Inter-Nation Media Station	Lesson 3 Behaviour 1 – Bullying is...	Happily ever after	Lesson 3 Behaviour – In my shoes	<a href="#">Never Eat Shredded wheat</a>	Lesson 3 Friendship 3 – Hola! Bonjour!	Come Fly with me – Arctic circle
Lesson 4 Cooperation 1 - Negotiation	<a href="#">Inter-Nation Media Station</a>	Lesson 4 Behaviour 2 – plus and minus	Happily ever after	Lesson 4 Right and Wrong – In the right	<a href="#">Never Eat Shredded wheat</a>	Lesson 4 Friendship 4 – Share alike.	Come Fly with me – Arctic circle
Lesson 5 Cooperation 2 – Want to play?	<a href="#">Inter-Nation Media Station</a>	Lesson 5 Behaviour 3 – Help me!	Happily ever after	Lesson 5 Teasing – Cry baby!	Happily Ever after	Lesson 5 Family 1 – My family	<a href="#">Come fly with me Arctic</a>
Lesson 6 Cooperation 3 – Lets debate	Inter-Nation Media Station			Lesson 6 Kindness – Give a little	<a href="#">Never Eat Shredded wheat</a>	Lesson 6 Family 2 – Special people	<a href="#">Come fly with me Arctic</a>
Lesson 7 Good manners – How rude!	<a href="#">Inter-Nation Media Station</a>						

### Core 3 – Living in the wider world

Unit 1 Rules and Responsibilities		Unit 2 Communities		Unit 3 Money and Finance	
Lesson 1 Rules and expectations 1 – We expect...	Land Ahoy	Lesson 1 Our School – Common Goals	Unity in the community	Lesson 1 Money 1 – Grows on trees	<a href="#">Jurassic Hunter</a>
Lesson 2 Rules and expectations 2 – Class Charter	Land Ahoy	Lesson 2 Belonging 1 – I belong	Unity in the community	Lesson 2 Money 2 – Coining it in!	<a href="#">Jurassic Hunter</a>
Lesson 3 Taking Turns – It’s your turn	<a href="#">Land Ahoy</a>	Lesson 3 Belonging 2 – Join our club	Unity in the community	Lesson 3 Money 3 – Keep it safe.	<a href="#">Jurassic Hunter</a>
Lesson 4 Lending and borrowing – The Borrowers	<a href="#">Land Ahoy</a>	Lesson 4 Local citizenship 1 – Our local area	Unity in the community	Lesson 4 Money 4 – shopping list	<a href="#">Children’s champion</a>
Lesson 5 Sharing – Share the booty	Land Ahoy	Lesson 5 Local citizenship 2 – Community care	Unity in the community	Lesson 5 Choices – This or that	<a href="#">Children’s champion</a>
Lesson 6 Caring – Talking to plants	<a href="#">Land Ahoy</a>			Lesson 6 Enterprise – Dragon’s den	<a href="#">Children’s champion</a>

### KS1 E&R (Extremism and radicalisation)

E&R		The Safe Zone KS1 Y1		The Safe Zone KS1 Y2		
Lesson 1 Fact and opinion	<a href="#">Zero to hero</a>	Lesson 1 Copyright and ownership	<a href="#">e-safety week (17<sup>th</sup>) February 2023</a> <a href="#">February 2025</a>	Lesson 1 Self-image and identity	<a href="#">February 2024 e-safety week</a> <a href="#">February 2026 e-safety week</a>	NOTE: The self-image lessons are different – not repeats. The same for others with same/similar titles.
Lesson 2 Right or wrong	<a href="#">Zero to hero</a>	Lesson 2 Self-image and identity	<a href="#">e-safety week (17<sup>th</sup>) February 2023</a> <a href="#">February 2025</a>	Lesson 2 Online relationships	<a href="#">February 2024 e-safety week</a> <a href="#">February 2026 e-safety week</a>	
Lesson 3 Valuing differences	<a href="#">Zero to hero</a>	Lesson 3 Managing online information	<a href="#">e-safety week (17<sup>th</sup>) February 2023</a> <a href="#">February 2025</a>	Lesson 3 Online reputation	<a href="#">February 2024 e-safety week</a> <a href="#">February 2026 e-safety week</a>	

		Lesson 4 Privacy and security	e-safety week (17 <sup>th</sup> ) February 2023 February 2025	Lesson 4 Online bullying	February 2024 e-safety week February 2026 e-safety week
				Lesson 5 Managing online information	February 2024 e-safety week February 2026 e-safety week
				Lesson 6 Copyright and ownership	February 2024 e-safety week February 2026 e-safety week
				Lesson 7 Privacy and security	February 2024 e-safety week February 2026 e-safety week

The Safe Zone – these are new units that will be covered as a special ‘focus week’ each February to coincide with e-safety day (7<sup>th</sup> Feb in 2022) The Safe Zone Unit will be covered on a 2 year rolling programme following the dates below:

2022-2023 – EYFS, Year 1, Year 3, Year 5 Safe Zone to be covered.

2023-2024 – EYFS, Year 2, Year 4, Year 6 Safe Zone to be covered.

LKS2

Black = Where the 3D PSHE is in the thematic units **Blue = Lessons to fit in during a specific unit. NOT included in the Thematic unit, but as a lesson in 3D PSHE.**

#### Core 1 – Health and Wellbeing

Unit 1 Health		Unit 2 Healthy lifestyles		Unit 3 Nutrition and food		Unit 4 Aspirations		Unit 5 Emotions		Unit 6 Safety		Unit 7 Growing and Changing		Unit 8 First Aid	
Lesson 1 Physical, emotional and mental 1 – I am who I am.	Picture our planet	Lesson 1 Balanced approach – define healthy	Rocky the findosaur	Lesson 1 Balanced diet 1 – Plant or animal	Come Fly with me Cycle A	Lesson 1 Identified strengths 1 – I’m good at that.	That’s all folks Cycle A	Lesson 1 Loss separation 1 – Lost!	Under the Canopy Cycle A	Lesson 1 e-Safety – Online Chat	Lightning Speed Cycle B	Lesson 1 Before Puberty – You’ve grown	TBD	Lesson 1 How to Help – who to call	Law and order
Lesson 2 Physical, emotional and mental 2 – Hearts and minds.	Picture our planet	Lesson 2 Physical exercise – Active Kids	Rocky the findosaur	Lesson 2 Balanced diet 2 – Balancing act	Come Fly with me Cycle A	Lesson 2 Identified strengths 2 – Future me	That’s all folks Cycle A	Lesson 2 Loss separation 2 – Found!	Under the Canopy Cycle A	Lesson 2 Online privacy 1 – The Secrets jar	Lightning Speed Cycle B	Lesson 2 Visible changes – Mind The Gap	TBD	Lesson 2 Emergency calls 1 – calling 999	Law and order
Lesson 3 Physical, emotional and mental 3 – Three in one.	Picture our planet	Lesson 3 Lifestyle choices – It’s your choice	Rocky the findosaur	Lesson 3 Working with food – Master chef	Come fly with me	Lesson 3 Setting goals 1 – That’s my goal	That’s all folks Cycle A	Lesson 3 Loss separation 3 – Left Behind	Under the canopy	Lesson 3 Online Privacy 2 – e-protection	Lightning Speed Cycle B			Lesson 3 Emergency calls 2 – Ambulance Now!	Law and order
		Lesson 4 Sleep – Sweet Dreams	Rocky the findosaur	Lesson 4 Working with food – our food hall	Come fly with me	Lesson 4 Setting goals 2 – The impossible dream	That’s all folks Cycle A	Lesson 4 Family Changes – two homes	Under the Canopy Cycle A	Lesson 4 Online privacy 3 – It’s personal	Lightning Speed Cycle B				

								Lesson 5 Feelings – overreacting	Under the canopy	Lesson 5 Internet use 1 – Online Usage	Lightning Speed Cycle B				
								Lesson 6 Self Respect – Let’s R.O.C.K	Under the canopy	Lesson 6 Internet use 2 – Age Limits	Lightning Speed Cycle B				

Core 2 – Relationships

Unit 1 Communication		Unit 2 Collaboration		Unit 3 Bullying		Unit 4 Similarities and differences		Unit 5 Healthy relationships	
Lesson 1 Clear message – Dot, dot, dash!	That’s all folks	Lesson 1 Working together 1 – Name game	Athens V Sparta	Lesson 1 Reactions – frustration!	Athens V Sparta Cycle A	Lesson 1 Connections – paper chains	Cry Freedom	Lesson 1 Friendship 1 – Best features	TBD
Lesson 2 How to listen – Listen up.	That’s all folks	Lesson 2 Working together 2 – Build it up!	Athens V Sparta Cycle A	Lesson 2 Self-worth – I’m a marvel	Athens V Sparta	Lesson 2 Family links – Family tree	Under the canopy Cry freedom	Lesson 2 Friendship 2 – Circles Time	TBD
Lesson 3 Responding to others – Agony aunts	That’s all folks	Lesson 3 Shared goals – Better places	Athens v Sparta	Lesson 3 Persistence and resilience – Don’t give up	Athens V Sparta Cycle A	Lesson 3 Religious views 1 – Faith findings	Cry Freedom	Lesson 3 Friendship 3 – Falling out	TBD
Lesson 4 Expressing opinions – It’s debateable	That’s all folks			Lesson 4 Negative persistence – Over and Over	Athens V Sparta Cycle A	Lesson 4 Religious views 2 – inside outside	Cry Freedom Cycle B	Lesson 4 Friendships 4 – The BAFAs (Best at Friendship Award)	TBD

Core 3 – Living in the wider world

Unit 1 Rules and responsibilities	Unit 2 Diversity	Unit 3 Discrimination	Unit 4 Economic awareness

Lesson 1 Rules – I'm in charge	Law and order Cycle B	Lesson 1 Different communities – my community	Come fly with me	Lesson 1 Gender stereotypes – his and hers	May the force be with you	Lesson 1 Money choices – Million dollars	Picture our planet Cycle B
Lesson 2 Thinking ahead – Lesson planning	Law and order Cycle B	Lesson 2 School communities – school swap	Come Fly with Me Africa Cycle A			Lesson 2 Managing money – Design choices	Picture our planet Cycle B
Lesson 3 Taking the lead – learning time	Law and order Cycle B						

2 spaces in 'may the force be with you. 3 space in cry Freedom. 3 space in Lindo man. 3 spaces in Saxon king. 3 spaces in out and about. 3 spaces in Viking warrior.

The Safe Zone – these are new units that will be covered as a special 'focus week' each February to coincide with e-safety day (7<sup>th</sup> Feb in 2022) The Safe Zone Unit will be covered on a 2 year rolling programme following the dates below:

2022-2023 – EYFS, Year 1, Year 3, Year 5 Safe Zone to be covered. 2023-2024 – EYFS, Year 2, Year 4, Year 6 Safe Zone to be covered.

UKS2

Black = Where the 3D PSHE is in the thematic units Blue = Lessons to fit in during a specific unit. NOT included in the Thematic unit, but as a lesson in 3D PSHE.

#### Core 1 – Health and Wellbeing

Unit 1 Health		Unit 2 Nutrition and food		Unit 3 Aspirations		Unit 4 Emotions		Unit 5 Safety		· Growing and Changing
Lesson 1 Physical, mental and emotional 1 – 3Dimensional	The rescuers	Lesson 1 Food choices 1 – Secret eater	A world of bright ideas	Lesson 1 Identified strengths 1 – Big dreams	Mission control	Lesson 1 Death and grief 1 – It's natural	Three giant steps	Lesson 1 Drugs – Just say no!	Pharoah queen	See Sex Ed
Lesson 2 Physical, mental and emotional 2 – What's puberty	The rescuers	Lesson 2 Food choices 2 – Invention team	A world of bright ideas	Lesson 2 Identified strengths 1 – Big achievers	Mission control	Lesson 2 Death and grief 2 – poppies	Three giant steps	Lesson 2 Alcohol – Drink aware	Pharoah queen	
Lesson 3 Healthy lifestyles – You choose	The rescuers	Lesson 3 Cooking – Michelin Star	A world of bright ideas	Lesson 3 Setting goals 1 – Super futures	Mission control	Lesson 3 Managing conflict – Families at war	Three giant steps	Lesson 3 Tobacco – Up in smoke	Pharoah queen	
Lesson 4 Physical illness – Bleugh!	Time team			Lesson 4 Setting goals 2 – I can do that	Mission control			Lesson 4	Go with the flow	

								Substance abuse – Let's be frank		
Lesson 5 Healthy minds – Young minds	Time team							Lesson 5 Basic First aid – First aid tips	Go with the flow	
Lesson 6 Immunisation – One sharp scratch	Time team							Lesson 6 Internet safety – fake news	Go with the flow	

Core 2 – Relationships

Unit 1 Communication		Unit 2 Collaboration		Unit 3 Similarities and differences		Unit 4 Healthy relationships		Bullying
Lesson 1 Confidentiality – Secret info	Come fly with me America	Lesson 1 Team work - Scrabble	I have a dream	Lesson 1 Race and ethnicity – United states	I have a dream	Lesson 1 Physical contact – Touch sensitive	You're not invited	Anti-bullying week
Lesson 2 Listening 1 – I'm all ears	Come fly with me America	Lesson 2 Shared goals – It's all go!	I have a dream	Lesson 2 Gender stereotypes – Jobs for all	I have a dream	Lesson 2 Support and care - connections	You're not invited	
Lesson 3 Listening 2 - scenarios	Come fly with me America	Lesson 3 Community spirit – All Join in	I have a dream	Lesson 3 Culture – cultural feast	I have a dream	Lesson 3 Marriage – I promise	You're not invited	
						Lesson 4 Mental wellbeing – Mind business	You're not invited	
						Lesson 5 Online relationships – A risky business	You're not invited	

Core 3 – Living in the wider world

Unit 1 Rules and responsibilities		Unit 2 Diversity		Unit 3 Economic awareness		Unit 4 Making money	
Lesson 1 Structure – Just imagine	Mission control	Lesson 1 Community Event – We're cultured	Come Fly with me - America	Lesson 1 Budgeting – Money supermarket	Full of beans	Lesson 1 Generating income – Making money	A world of bright ideas
Lesson 2 Law and order – in charge	Mission control			Lesson 2 Consumer sense 1 – Payment terms	Full of beans	Lesson 2 Generating money – Raising money	A world of bright ideas
Lesson 3 U.N. Rights Our rights	Mission control			Lesson 3 Consumer sense 2 – Class catalogue	Full of beans		

KS2 E & R		Tough Topics		Sex ed		Substance related abuse (recommended Y5)	
Lesson 1 Building courage and resilience – Don't be a sheep	Wars of the world			Lesson 1 Forming relationships – changing faces	Y6 Term 6 each year	Lesson 1 Keeping Safe – Don't R.U.G.S	Decided not to be covered
Lesson 2 Extreme reactions – planet parallel	Wars of the world	Lesson 2 FGM – Desert Flower	Y6 Term 6 - We only watch the video link. We watch as a whole class and discuss as a keeping ourselves safe.	Lesson 2 Sexual relationships - Sexplanations	Y6 Term 6 Separate lessons male/female	Lesson 2 Taking risks – D. Risk. U.G.S	Decided not to be covered
Lesson 3 Minority groups – That's so gay!	Wars of the world	Lesson 3 Knife crime – The knife angel	Only as intervention if needed	Lesson 3 Healthy relationships – It must be love	Y6 Term 6 each year	Lesson 3 Taking drugs – D.R.Using. G.S	Decided not to be covered
Lesson 4 Vulnerability – Easily influenced	Wars of the world	Lesson 4 Peer on peer abuse – Stop!	UKS2 Term 6	Lesson 4 Unhealthy relationships – Harry smile	Y6 Term 6 each year	Lesson 4 Drug awareness – D.R.U. Get Smart	Decided not to be covered
Lesson 5 Terrorism – Ground zero	Wars of the world	Lesson 5 Self-harm – The Butterfly	Only as intervention if needed	Lesson 5 Gender issues relationships – Trans-across	Y6 Term 6 each year		

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### Appendix 3

What recording in PSHE might look like:

A photograph of a group activity.

Draw a picture and label the emotions/activity/learning.

Children write their own quote: "Today I learnt how to give compliments". "x said he liked my drawing." "I felt like I was brave." "x is my friend. He likes x but I don't." (You could print off a speech bubble)

Class quotes: Teacher types up a selection of quotes from the children during the lesson (on the IWB with the children – not a separate after lesson task).

Designing a sticker (this could be copied onto an actual sticker for the children to wear): “I can be kind.” “I know the rules.” “It’s okay to feel sad.”

Diary Entry: “Today we talked about our family. It made a bit sad because I miss my dog. I know I can talk to my friend though because he misses his cat.”

Design a poster: perhaps to offer advice to others, remind the class what they have learnt

Create a class word cloud and print off for the books: (again, on the IWB with the children during the lesson) – ask children to tell you the key words for the learning for the lesson. <https://wordart.com/> <https://monkeylearn.com/word-cloud/> <https://www.freewordcloudgenerator.com/>

Draw a word cloud: Children choose their own key words from the lesson and create a word cloud. You could give them a cloud template.

Word association map: Write the topic across the middle of a page in large letters then add any other linked vocabulary around it.

Statement (Like the LO) with a traffic light for understanding.