

# Personal Social Health and Economic Education (PSHE) Policy

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Reviewed	Summer 2023
Name of owner/author	DH(P) & DH(A)
Approval by	Senior Management Team/Governors
Target Audience	Whole School Community/Public
Where available	Website, Staffshared Drive
Review Date	Summer 2024

## 1 Rationale and Ethos

“The term spiritual and moral development needs to be seen as applying something fundamental in the human condition which is not necessarily experienced through the physical senses and/or expressed through everyday language. It has to do with relationships to other people and for believers with God. It has to do with the universal search for individual identity – with our responses to challenging experiences, such as death, suffering, beauty and encounters with good and evil. It is also to do with the search for meaning and purpose in life and for values by which to live.” *SCAA discussion paper*.

Citizenship education forms a key element in school’s provision for pupils’ Spiritual, Moral and Social development. It helps to prepare pupils for life as active and engaged citizens and to meet the challenges, opportunities, responsibilities and experiences of life. This includes knowledge, understanding and an appreciation of their own and others beliefs, values and cultures and the skills to critically explore how individuals and communities are influenced by these.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education and Health education compulsory for all pupils receiving primary education.

A strong PSHE curriculum can help to support safeguarding within schools and can help to meet the requirements of the Keeping Children Safe in Education document which requires that:

Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum.

This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), tutorials (in colleges) and/or where delivered, through Personal, Social, Health and Economic (PSHE) education.

Topics throughout the syllabus address online safety, sex education, puberty and making healthy choices, all of which support safeguarding while promoting life skills for children such as empathy, identification of feelings, self-care, respect, money management and an understanding of the world around them.

Increased time spent online means that, more than ever, children need to understand how to interact, form friendships and deal with situations in an online world. This is a key theme throughout the syllabus and it is integrated from the beginning of KS1 to ensure that children understand how to keep themselves safe and happy online.

### Key Principles

The aim of PSHE is to supplement and reinforce the moral, spiritual, social and educational ethos of the school and thereby equip the pupils for life at school and beyond.

Christianity underpins all our work at Birkdale and not surprisingly this area of the curriculum is heavily interwoven with the teaching of RE.

PSHE education is a planned programme of learning through which the children acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. Consequently, though every child receives a dedicated PSHE lesson each week many of the topics within this aspect of the curriculum play an integral part in other curriculum areas and, therefore, it is delivered in a cross curricular structure as well as through the PSHE lessons and the pastoral structure of the school.

To ensure principles are promoted which—

- (a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- (b) ensures that principles are actively promoted which –
  - (i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;
  - (ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
  - (iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the schools is situated and to society more widely;
  - (iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
  - (v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
  - (vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010; and
  - (vii) encourage respect for democracy and support for the participation in the democratic process, including respect for the basis on which the law is made and applied in England;
- (c) precludes the promotion of partisan political views in the teaching of any subject in the school;
- (d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils -
  - (i) while they are in attendance at the school;
  - (ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or
  - (iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere, they are offered a balanced presentation of opposing views

### **As such PSHE promotes these objectives;**

PSHE seeks to promote personal development through a variety of topics examining relationships, values and morality in all curriculum areas.

PSHE seeks to promote social development in relation to pupil peer groups and within the individual subjects enhancing their relevance in the world.

PSHE seeks to promote an atmosphere of discussion and questioning in which pupils can explore issues across the curriculum with the teacher.

Thus PSHE, cultural, social and moral education is not another subject but a train of enquiry that runs throughout the whole curriculum.

### **Outcomes of effective practice**

With regard to **spiritual development**, pupils will demonstrate independence, critical and reflective thinking skills. They articulate their beliefs - religious or non-religious- and show an interest in and respect

for different people's feelings and values. They enjoy work and being challenged by study. In the school, there are strategies to enable pupils to share, reflect on and explore their own and others beliefs, values and experiences.

With regard to **moral development** pupils understand the difference between right and wrong and are able to evaluate theirs and others viewpoints. They challenge viewpoints they disagree with in a constructive and inclusive manner but are able to determine discriminatory behaviours, values and attitudes for example in relation to bullying, homophobia, racism, misogyny and other forms of discrimination. The school has strategies to enable teachers and pupils to recognise and tackle discrimination and the school has strategies to ensure it is an inclusive community.

In respect of **social development**, pupils have the skills, knowledge and under-standing to recognize and deal with challenges and problems. They are resilient and can resist peer pressures and know where to get help and advice. They are able to discuss controversial, topical and sensitive topics and are able to take action on things that matter to them. The school, teachers, parents and the community value the role of the school in promoting the social development of pupils as much as their academic development and understands how this contributes to pupils becoming knowledgeable and motivated citizens.

In respect of **cultural development**, pupils know about, value and can demonstrate how different cultural influences bring benefits to themselves and their community. They discuss aspects of identities including national identity and understand the concept of multiple identities. Across their schooling they explore cultural diversity, engaging with members of their community and beyond. Teachers are inclusive in the language they use with pupils in helping them explore aspects of culture and ensure that all pupils can access learning by careful selection of appropriate resources and learning experiences.

## **2 The Policy**

PSHE, Moral and Social Education are delivered/communicated in the following ways;

1. PSHE Lessons
2. Form Time (Incorporating 'Circle Time')
3. School Assemblies
4. Integrated into subject areas
5. Residential visits
6. School pastoral work

### **Foundation Stage**

Here, the curriculum is naturally at its most interrelated. Themes may be implemented in relation to the needs of the class or individual children. There is a medium term plan for Personal, Social and Emotional Development (PSED) for each half term. Opportunities for PSED in other areas of learning are highlighted on those medium term plans. Pupils are introduced to a range of activities to support their social, personal and emotional development.

### **Key Stage 1**

Whilst the cross-curricular nature and style of teaching in KS1 is similar to that in the Foundation Stage, each subject area has PSHE and Moral and Spiritual objectives identified within the content of each subject. There is ample time available in which spontaneously emerging issues can be covered and any emerging pastoral concerns dealt with. Time is allocated for PSHE each week. Children may learn in year groups or in their individual forms. These lessons are to provide stimulus for thought and discussion.

## **Key Stage 2**

KS2 continues in this way and the issues covered are even more clearly defined in each subject area. Increasingly (over time), issues are examined in a modern context and the relevance to today's society is developed.

From P1 PSHE lessons take place each week.

In their P4 year children will participate in the 'Crucial Crew' event organised by South Yorkshire Police.

## **3 Roles and Responsibilities**

### **Form Tutors and PSHE Teachers**

To cover the agreed list for PSHE

In the "Foundation Stage" and KS1, to cover the relevant objectives within the subject matter of cross-curricular teaching.

To pass on records of topics covered in PSHE to the co-coordinator.

To acquaint themselves with the particular personal circumstances of their pupils.

To attend meetings/training to support circle time, as arranged by the DH(P) or the Head of Pre-Prep.

### **Subject Leaders**

To take part in the audit of the cross-curricular delivery of PSHE, Moral and Social education and RSE.

To take account of the PSHE, Social & Moral issues/topics when revising the content of their subject schemes and take account of the same in their medium term planning.

Notify PSHE Leader of such changes as noted above.

### **PSHE Leader**

To collect and monitor the PSHE Planning produced by the PSHE subject teachers.

To keep up to date with developments in PSHE and disseminate the same to HOP, DH(A), and teaching staff.

To research and publicise appropriate materials suitable for both class and subject teachers.

### **Monitoring the Policy**

Head of Pre-Prep and the DH(P) will monitor the progress and development of PSHE.

The PSHE co-ordinator will monitor the delivery and co-ordination of issues/topics across the subject range.

**PSHE**

**Prep Syllabus Information**

<b>Year Group</b>	<b>Christmas Term</b>	<b>Easter Term</b>	<b>Summer Term</b>
<b>PP1</b>	Golden rules	Feelings	Manners
	Good relationships	Revisit of the Golden rules	British Values
	Toilet expectations		
	Table manners		
<b>PP2</b>	Be yourself	Aiming High	Diverse Britain
	Together everyone achieves more	Digital wellbeing	My body
<b>PP3</b>	Thinking Positively	Our World	Growing Up
	Important people in our lives	Thinking about Money	Being Safe
	Our World		
<b>P1</b>	Safety Online	Being Part of a Community	Stereotypes
	Celebrating Achievements and Being Resilient	Exercise	What I Like
<b>P2</b>	Nutrition and Dental Health	Emergency Situations	Money Matters
	Human Rights	Respect	Falling Out and Making Up
<b>P3</b>	Body Image	Fake News	Growing up
	Bereavement and Loss	Life in Plastic	Changes in Friendships
<b>P4</b>	Drugs and Alcohol Education	Mental and Emotional Health	E-Safety and Social Media
	Marriage & Civil Relationships	Global Sustainable Development Goals	Anti-social Behaviour and the Role of Police and the Law
	Crucial Crew		

## **Rules for respect**

Prior to teaching the topics, it's important that some 'rules for respect' are established with pupils, rather than imposed on them, as this gives the class a sense of ownership over their learning. Having shared rules for group work, discussion and PSHE lessons in general allows pupils to help establish a safe place where they can share their thoughts, opinions and ideas, and explore sensitive topics.

Rules for respect can be decided upon and turned into a class agreement, which can be signed by the whole class.

Some example rules for respect might include:

- Everyone has the right to be included.
- Everyone has the right to be listened to.
- Anything confidential that is shared in class shouldn't be discussed with other people outside of the classroom.
- People have the right not to share personal experiences or take part if they don't want to.
- We will respect people's views even if we don't agree with them.
- We will use the correct vocabulary relating to the units we are studying without people being offended.
- We will agree that it's OK to get things wrong and we shouldn't make fun of people for this.
- There are no 'stupid' questions and people should not be afraid to ask questions.

## **Active teaching methods and assessment**

The resources for each lesson consist of a one-page lesson plan, a PowerPoint presentation and a resource sheet where appropriate. Lessons incorporate a range of activities, including quizzes, discussions, drama, games and art. This ensures that the lessons are inclusive and can meet the needs of all children without the need for much adaptation.

It is important that children can be assessed using a method which allows them to best express their knowledge and understanding of the topic being taught, and throughout a range of assessments are suggested such as photos of practical work, freeze frame pictures, reflective diaries, drama, Wordle polls and diagrams. All pupils are given a PSHE workbook that records activities. These can provide a record of pupils' learning and progress. Evidence may also be recorded through the use of individual pupils' books or a whole class PSHE book, which pupils contribute to with pictures, reflections or annotations of work.

All pupils are assessed according to the school grading criteria at the end of each term. Reflecting the pupil's subject knowledge and effort in verbal and written exercises.

## **How to deal with the tricky bits**

PSHE is renowned for dealing with 'tricky' or controversial issues, but it is important that teachers feel confident when delivering important information and discussing sensitive topics. In order to support the teaching of these issues, key information and advice is included in the notes section of each PowerPoint and within lesson plans where necessary. These notes will help teachers to be aware of age-appropriate answers, common misconceptions and possible questions that might arise and how to deal with them. Further reading and links to useful websites are included where appropriate to support teacher subject knowledge. Many of the lessons which engage with more sensitive topics include the use of an 'ask it' basket, which allows pupils to submit questions anonymously, giving the teacher time to assess the types of questions being asked and their appropriateness for the class. It may be that the teacher acknowledges the question and suggests that they speak to a parent/carer about it if it is not age-appropriate for discussion in class.

## **4 Review and Development**

### **4.1 Procedure**

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents.

### **4.2 Links with other Policies**

PSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including:

- Relationships and Sex Education Policy
- SMSC Policy
- Anti-Bullying Policy
- Behaviour, Rewards and Sanctions Policy
- Drugs Policy
- Equality, Diversity and Inclusion Policy
- Health and Safety Policy
- Online Safety Policy
- Safeguarding and Child Protection Policy
- SEND Policy



## Appendix A – Mapping of Teaching Objectives to Topics & Lessons

Statutory relationship education objectives covered	Topic and lesson
The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	P1.T1.2 Celebrating Achievements and Being Resilient Lesson 5
Protected characteristics of legal marriage. Different families. The law. Culture.	P4.T2a Marriage and Civil Partnership
How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.	P1.T3.2 What I Like Lesson 5
How important friendships are in making us feel happy and secure.	P2.T2.2 Respect Lesson 1 P2.T2.2 Falling out and Making Up Lesson 1
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties.	P2.T2.2 Respect Lesson 1 P2 T3.2 Falling Out and Making Up Lesson 2
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	P2.T2.2 Respect Lesson 3 P2.T3.2 Falling Out and Making Up Lesson 4
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	P2.T2.2 Respect Lesson 3 P2.T3.2 Falling Out and Making Up Lesson 3
How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	P2.T3.2 Falling Out and Making Up Lesson 5
The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	P1.T3.1 Stereotypes Lessons 4, 5 P1.T3.2 What I Like Lesson 3
Practical steps they can take in a range of different contexts to improve or support respectful relationships.	P2.T2.2 Respect Lesson 2
The importance of self-respect and how this links to their own happiness.	P1.T3.2 What I Like Lesson 3 P2.T2.2 Respect Lesson 2
That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.	P2.T2.2 Respect Lesson 5

Statutory relationship education objectives covered	Topic and lesson
About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	P2.T2.2 Respect Lesson 5
What a stereotype is, and how stereotypes can be unfair, negative or destructive.	P1.T3.1 Stereotypes Lessons 1, 2, 3
The importance of permission-seeking and giving in relationships with friends, peers and adults.	P1.T3.2 What I Like Lesson 4
That people sometimes behave differently online, including by pretending to be someone they are not.	P1.T1.1 Safety Online Lessons 1, 2
That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.	P1.T1.1 Safety Online Lesson 3
The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	P1.T1.1 Safety Online Lesson 5
How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	P1. T1.1 Safety Online Lesson 3
How information and data is shared and used online.	P1.T1.1 Safety Online Lesson 2
What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	P1.T1.1 Safety Online Lesson 3 P2.T3.2 Falling Out and Making Up Lesson 5
About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	P1.T1.1 Safety Online Lesson 2
That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	P1.T3.2 What I Like Lesson 4
P1	P1. T1.1 Safety Online Lesson 2
How to recognise and report feelings of being unsafe or feeling bad about any adult.	P2.T2.2 Respect Lesson 2
How to ask for advice or help for themselves or others, and to keep trying until they are heard.	P1.T1.1 Safety Online Lesson 5 P1.T3.2 What I Like Lesson 5
Where to get advice, e.g. family, school and/or other sources.	P2.T3.2 Falling Out and Making Up Lesson 5
How to report concerns or abuse, and the vocabulary and confidence needed to do so.	P1.T3.2 What I Like Lesson 5

Statutory health education objectives covered	Topic and lesson
That mental wellbeing is a normal part of daily life, in the same way as physical health.	P1.T1.2 Celebrating Achievements and Being Resilient Lesson 1
That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	P1.T3.2 What I Like Lesson 2
How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	P1.T1.2 Celebrating Achievements and Being Resilient Lesson 3 P1.T3.2 What I Like Lesson 2
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	P1.T1.2 Celebrating Achievements and Being Resilient Lesson 3
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	P1.T2.1 Being Part of a Community Lesson 4 P1.T2.2 Exercise Lesson 4 P1.T2.2 Celebrating Achievements and Being Resilient Lesson 5
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	P1.T2.2 Exercise Lesson 3 P1.T1 Celebrating Achievements and Being Resilient Lesson 5 P1.T3.2 What I Like Lesson 1
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	P2.T2.2 Respect Lesson 5
Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	P1.T1.1 Safety Online Lesson 5 P1.T1.2 Celebrating Achievements and Being Resilient Lesson 4
It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	P1.T1.2 Celebrating Achievements and Being Resilient Lesson 4
That for most people the internet is an integral part of life and has many benefits.	P1.T1.1 Safety Online Lesson 1

<b>Statutory health education objectives covered</b>	<b>Topic and lesson</b>
About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	P1. T1.1 Safety Online Lesson 4
Why social media, some computer games and online gaming, for example, are age restricted.	P1.T1.1 Safety Online Lesson 4
That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.	P1.T1.1 Safety Online Lesson 1
Where and how to report concerns and get support with issues online.	P1.T1.1 Safety Online Lesson 5
The characteristics and mental and physical benefits of an active lifestyle.	P1.T2.2 Exercise Lessons 1, 2
The risks associated with an inactive lifestyle (including obesity).	P1.T2.2 Exercise Lesson 3
How and when to seek support including which adults to speak to in school if they are worried about their health.	P1.T2.2 Exercise Lesson 5
What constitutes a healthy diet (including understanding calories and other nutritional content).	P2.T1.1 Nutrition and Dental Health Lesson 1
The principles of planning and preparing a range of healthy meals.	P2.T1.1 Nutrition and Dental Health Lesson 3
The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	P2.T1.1 Nutrition and Dental Health Lesson 2
How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	P2.T1.1 Nutrition and Dental Health Lesson 4
About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	P2.T1.1 Nutrition and Dental Health Lesson 5
How to make a clear and efficient call to emergency services if necessary.	P2.T2.1 Emergency Situations Lessons 1, 3
Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	P2.T21 Emergency Situations Lesson 2

<b>Statutory relationship education objectives covered</b>	<b>Topic and lesson</b>
That families are important for children growing up because they can give love, security and stability.	P4.T1.2 Sex education Lesson 1

Statutory relationship education objectives covered	Topic and lesson
The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	P3.T1.2 Bereavement and Loss Lessons 2, 5
That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	P4.T1.2 Sex education Lesson 5 Bereavement and Loss Lessons 3, 4, 5
How important friendships are in making us feel happy and secure.	P3.T3.2 Changes in friendships Lessons 1, 5
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	P3.T3.2 Changes in friendships Lessons 1, 3, 4
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	P3.T3.2 Changes in friendships Lesson 2
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	P3.T3.2 Changes in friendships Lesson 2
The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	P3.T1.1 Body Image Lesson 5
Practical steps they can take in a range of different contexts to improve or support respectful relationships.	P4.T1.2 Sex education Lesson 3
The importance of self-respect and how this links to their own happiness.	P3.T1.1 Body Image Lessons 1, 2, 3, 4
What a stereotype is, and how stereotypes can be unfair, negative or destructive.	P3.T2.1 Fake news Lesson 4
That people sometimes behave differently online, including by pretending to be someone they are not.	P4.T3.1 E-Safety and social media Lesson 5
The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	P4.T3.1 E-Safety and social media Lesson 3
How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.	P4.T3.1 E-Safety and social media Lesson 5
How information and data is shared and used online.	P4.T3.1 E-Safety and social media Lesson 3
About the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe.	P4.T3.1 E-Safety and social media Lessons 2, 3

Statutory relationship education objectives covered	Topic and lesson
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	P3.T3.1 Puberty Lesson 3 Sex education Lessons 2, 3, 4
How to report concerns or abuse, and the vocabulary and confidence needed to do so.	P3.T3.2 Changes in friendships Lesson 4 Sex education Lesson 3

Statutory health education objectives covered	Topic and lesson
That mental wellbeing is a normal part of daily life, in the same way as physical health.	P4.T2.1 Mental and emotional health Lesson 1
That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	P4.T2.1 Mental and emotional health Lesson 1
How to recognise and talk about their emotions, including having a varied vocabulary to use when talking about their own and others' feelings.	P3.T1.2 Bereavement and Loss Lessons 1, 2, 3
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	P4.T2.1 Mental and emotional health Lessons 2, 5
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	P3.T2.2 Life in plastic Lesson 4 Mental and emotional health Lesson 3
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	P4. T2.1 Mental and emotional health Lessons 2,3, 4
Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	P4. T2.1 Mental and emotional health Lessons 5
Where and how to seek support (including recognising the triggers for seeking support), including the person they should speak to at school if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	P4. T2.1 Mental and emotional health Lesson 5
It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	P4. T2.1 Mental and emotional health Lesson 1
That for most people the internet is an integral part of life and has many benefits.	P4. T3.1 E-Safety and social media Lesson 1

Statutory health education objectives covered	Topic and lesson
About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	P4. T3.1 E-Safety and social media Lesson 5
How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	P4. T3.1 E-Safety and social media Lesson 4
That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.	P4. T3.1 E-Safety and social media Lesson 1 P3.T1.1 Body Image Lesson 3 P3.T3.2 Changes in friendships Lesson 5
How to be a discerning consumer of information online, including understanding that information, including that from search engines, is ranked, selected and targeted.	P3.T3.1 Fake news Lessons 1, 2, 4 P3.T1.1 Body Image Lesson 4
Where and how to report concerns and get support with issues online.	P3.T2.1 Fake news Lesson 3
The characteristics and mental and physical benefits of an active lifestyle.	P4.T2.1 Mental and emotional health Lesson 3
The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	P4.T2.1 Mental and emotional health Lesson 3
The risks associated with an inactive lifestyle (including obesity).	P3.T1.1 Body Image Lesson 1, 3
What constitutes a healthy diet (including understanding calories and other nutritional content).	5P3.T1.1 Body Image Lesson 1, 3
The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	P4.T1.1 Drugs and alcohol education Lessons 1, 2, 3, 4, 5
The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	P4.T2.1 Mental and emotional health Lesson 4
About personal hygiene and germs, including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	P3.T3.1 Puberty Lesson 2
Key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes.	P3.T3.1 Puberty Lessons 1, 2, 3, 4, 5 P4.T1.2 Sex education Lessons 1, 4

<b>Statutory health education objectives covered</b>	<b>Topic and lesson</b>
About menstrual wellbeing, including the key facts about the menstrual cycle.	P3.T3.1 Puberty Lesson 4



## Appendix B – Promotion of British Values

From September 2014, schools are required to “actively promote” both

- the fundamental British values identified in Part 2, paragraph 5(a) and
- the principles in Part 2, paragraph 5(b).

The list below describes the understanding and knowledge expected of pupils as a result of schools meeting [paragraph 5(a)] of the standard.

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- An understanding that the freedom to hold other faiths and beliefs is protected in law;
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- An understanding of the importance of identifying and combatting discrimination.

The purpose of Part 2, paragraphs 5(c) and (d) are to prevent the political indoctrination of pupils through the curriculum. The DfE non-statutory advice of November 2013 explains :

The aim of this new part of the standard is to prevent the political indoctrination of pupils through the curriculum. The wording is based on section 406(1)(b) of the Education Act 1996, which applies to maintained schools. As explained below, the aim is not to prevent pupils from being exposed to political views or from discussing political issues in school. Pupils should not, however, be actively encouraged by teachers or others to support particular political viewpoints. This part of the standard should be read in conjunction with 5(1)(c).

The following are definitions of the key terms used in this part of the standard.

Partisan - in a case relating to the alleged promotion of partisan political views in maintained schools the judge considered that the best synonym for "partisan" was "one-sided".

Political views – views expressed for a political purpose. A political purpose is either directly or indirectly:

- to further the interests of a particular political party; or
- to procure changes to the laws of this or another country; or
- to procure the reversal of government policy or of particular decisions of governmental authorities in this or another country.