



Martinshaw Primary School

PSHE Policy

(Personal, Social, Health and Emotional)

Date Adopted	September 2015	Version	1.0
Last Reviewed	January 2023	Review Cycle	3 Years
Committee Responsible	Neil Elson/Katie Mullings		

MARTINSHAW PRIMARY SCHOOL

Policy on PSHE (Personal, Social, Health and Emotional)

Statutory Requirements

This policy takes account of the requirement that all schools with primary aged children must teach Relationships Education and Health Education from September 2020. We will teach these two statutory subjects in the context of our wider Personal, Social, Health and Emotional Education (PSHE) curriculum. Please see our Relationships and Sex Education (RSE) policy for the outcomes from the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance released by the Department for Education in 2019.

Our approach to the teaching of PSHE supports our duties relating to Keeping Children Safe in Education, Equality Act 2010, SEND, promoting fundamental British Values and Spiritual, Moral, Social and Cultural (SMSC) development. It also supports us in meeting the standards set out by Ofsted in relation to 'Behaviour and Attitudes' and 'Personal Development'.

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.'

We are committed to developing a 'Healthy School' climate and culture, in line with the National Healthy School Standard scheme. This supports us to promote health education and place teaching and learning in the wider context of our approach to:

- Leadership, organisation and management and the management of change
- Inclusive policy development
- The school ethos, culture, environment, SMSC development, and positive relationships throughout the school
- Learning and teaching, curriculum planning and resourcing
- Giving children a voice
- Provision of and signposting to support services for children
- Staff health and wellbeing and their continuing professional development (CPD)
- Partnership with parents/carers, the local community, external agencies and volunteers to support pupil health and wellbeing.
- Assessing, recording, monitoring and celebrating outcomes.

Intent

Aims and Objectives

Martinshaw Primary School works together with parents and children to underpin the family, in all its forms, as the foundation for giving children support, encouragement and guidance during their formative years.

PSHE teaching at Martinshaw Primary School will equip pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, fulfilling, responsible and balanced lives.

PSHE education help pupils to think about personal and social values, to become aware of, and involved in the life and concerns of their community and society, and so develop their capacity to be active and effective future citizens. PSHE education also makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety, and to their emotional wellbeing.

By providing PSHE education, we strive for the children to:

- Have respect for themselves, others and pride in their school community.
- Enhance their skills for communication, empathy and healthy relationships, which underpin both success in learning and positive relationships.
- Develop resilience, self-esteem, self-efficacy and aspiration.
- Understand that, with appropriate support from family, friends and teachers, they have to take responsibility for their own well-being.
- Have opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- Understand that growing up involves facing challenges, making appropriate choices and taking appropriate risks.

We will use PSHE as an umbrella term for all aspects of practice and learning in our school associated with wellbeing and health.

Although many aspects of our PSHE provision are statutory, there are some other areas, which we still consider important for our children e.g. Road Safety and Financial Education. These areas are not statutory, but we will teach them in the wider context of our PSHE provision to meet the needs of our children.

Implementation



Our PSHE Curriculum

Our PSHE curriculum framework uses guidance from the Cambridgeshire Primary Development PSHE programme. This ensures continuity and progression throughout the school. We do not seek to teach Relationships Education and Health Education as separate subjects. These integrate through the topics we cover in our broader PSHE programme.

The Cambridgeshire Primary Development PSHE programme includes teaching and learning within the following strands and themes:

- **Myself and My Relationships:** including My Emotions, Beginning and Belonging, Anti Bullying, Family and Friends and Managing Change.
- **Healthy and Safer Lifestyles:** including Personal Safety, Digital Lifestyles, Drug Education, Relationships and Sex Education, Healthy Lifestyles and Managing Safety and Risk (including Road Safety).
- **Citizenship:** including Diversity and Communities, Rights, Rules and Responsibilities and Working Together.
- **Economic Wellbeing:** including Financial Capability.

Aspects of PSHE will be taught through a wide range of subjects, giving many cross curricular links and as specific needs arise. PSHE education is embedded within our wider learning to ensure that children learn to develop resilience and healthy relationship skills, which they will practise and see enacted in the school environment.

Planning

Martinshaw Primary School plans PSHE in three stages:

- *Long-term planning* is the school's scheme of work based upon the Cambridgeshire Primary Development PSHE programme. This is shared and agreed with the whole staff, to ensure manageable teaching of units. This is shown on our whole school long term plan (Appendix A). The teaching units are distributed across all year groups in a way that promotes curriculum continuity and progression. There is potential for this plan to be adapted according to the needs of pupils and to address any gaps in PSHE learning.
- *Medium-term planning* is the responsibility of the class teacher. It identifies broad learning objectives for each unit and outlines tasks/activities, which will enable these to be achieved. We take the Cambridgeshire PSHE scheme materials and identify learning objectives and outcomes for each unit, with suggested activities enabling these to be achieved.
- *Short term planning* is the responsibility of the class teachers, who build on the medium-term plans by taking account of the needs of the children in a particular class/cohort. These plans identify specific learning objectives where appropriate and include details on differentiation.

Our PSHE programme is planned and delivered through a variety of opportunities for children of all ages, including:

- Designated timetabled lessons in PSHE
- Cross Curricular Subject Links
- Enrichment weeks/days, e.g. Anti-bullying Week, Parliament Week.
- Visitors, e.g. dental nurse, PCSO.
- Residential and day visits, e.g. visit to Safety Zone.
- Whole school assemblies.

We recognise the increased importance of PSHE within our timetable, now that Relationships Education and Health Education have become statutory. We will ensure that it has equal status with other foundation subjects in the curriculum.

Teaching Methodologies

We recognise that PSHE is taught best by, adults who know our children well. Therefore, the class teacher, supported by other members of staff where appropriate, will primarily teach PSHE.

A wide range of teaching methods are used including discussions, role play, looking at case studies, scenarios, social skills and games, circle time, use of stories, use of technology and other active and creative ways of involving pupils in understanding relevant and topical issues.

Many of these approaches also act as distancing techniques, enabling children to discuss issues without discussing personal experience.

Classroom Arrangements

At Martinshaw Primary School, delivery of PSHE education is to mixed ability, mixed gender class group so that pupils are working with a familiar group. Occasionally the groups are single sex according to need and subject matter. When considered appropriate team teaching or a change of teacher can occur.

At Martinshaw Primary School, PSHE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Teachers and children together develop ground rules, which ensure that every child feels safe and is able to learn in a supportive and caring environment.

Answering Questions

We acknowledge that sensitive issues will arise in PSHE, as children will naturally share information and ask questions. If a member of staff is uncertain about the answer to a question, or whether they should answer it, they will seek guidance from the PSHE leader/Headteacher.

Questions may be referred to parents/carers if it is not appropriate to answer them in school. We may use a 'Question box', 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 possibility of abuse or risk of harm, teachers will pass this information to the Designated Safeguarding Lead (DSL), in line with school policy and procedures.

Assessment

We assess our children's PSHE learning in line with the Cambridgeshire Scheme toolkit and statutory requirements of the National Curriculum.



Teachers draw on their observation of children's learning and children's self-assessment to arrive at their overall assessments. Each unit of work has an assessment sheet for monitoring pupil progress. These end of unit assessments are completed every half term, to assess whether the child is working at the expected level, working towards or working at greater depth. These assessments are available for the PSHE leader, to monitor progress and ensure curriculum coverage.

We report to parents/carers at the end of the school year on children's learning and progress within PSHE.

Resources and Provision

We use primarily the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering PSHE.

Money is made available through our PSHE budget for any additional teaching/learning resources, including CPD where appropriate.

Resources are located in specific year groups and are monitored by the PSHE leader.

Inclusion, Equality and Diversity

At Martinshaw Primary School, we promote the needs and interests of all pupils, inclusive of gender, culture, ability and aptitude. Our approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of the children to ensure that all can access the PSHE curriculum.

In relation to those with special educational needs, we will review our PSHE programme to ensure that appropriate provision is made. We have systems in place for early identification of barriers to pupils' learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our children and, in acknowledging and exploring different views and beliefs, seek to promote respect and understanding.

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 cultural and gender issues and for promoting equal opportunities and access for all.

At Martinshaw Primary School, we aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a broad and balanced curriculum.

Confidentiality and Safeguarding

The delivery of high quality PSHE supports us in delivering our statutory duties relating to Safeguarding. We recognise that many areas of PSHE will prompt children to reflect on their own families, relationships and personal experiences. We know that, for some children, this will highlight disparities, which may cause them to seek help from trusted adults in school.

At Martinshaw Primary School, staff will build safe learning environments through the creation of Ground Rules specific to PSHE. Staff will use distancing techniques such as puppets, case studies and children's fiction to make direct talk about home circumstances less likely in a whole class, teaching situation.

Adults will ensure that children understand what adults (and their peers) may and may not keep confidential.

Pupil Engagement

If PSHE is to be effective, we understand that it must meet the needs of pupils.

- We will involve pupils in the evaluation and development of their PSHE in ways appropriate to their age.
- We will seek opportunities to discuss children's views about the content of their PSHE lessons.
- We will engage children in areas of whole school development such as healthy lifestyles work so that their learning does not only take place in classroom settings.
- We will utilise school council/class council/whole school assemblies to engage with children on key areas of whole school development.

Parental Engagement

Martinshaw Primary 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 and carers.

We encourage this partnership by:

- Informing parents/carers by letter/by email/on the website of forthcoming PSHE topics and their content.
- Informing parents/carers about aspects of the PSHE curriculum through leaflets/newsletter e.g. road safety tips, information about anti-bullying, healthy eating tips.
- Providing supportive information about parent/carers' roles in PSHE and how they can develop protective factors with their children.
- Including out of school learning/family learning opportunities within our curriculum for PSHE, and encouraging children to share at home their learning about all aspects of PSHE.
- Inviting parents/carers to discuss their views and concerns about PSHE on an informal basis.

Parents and carers will be able to access this our PSHE curriculum framework and policy on request or on the school website.



Impact

Children at Martinshaw Primary School will make progress in PSHE learning in line with the Cambridgeshire Scheme toolkit and statutory requirements of the National Curriculum. This progression of skills is shown clearly throughout each year group, on our skills progression document (see Appendix B).

Our pupils will:

- Become healthy and responsible members of society.
- Be on their journey, preparing them for life and work in modern Britain.
- Demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.
- Have a greater understanding about themselves and others, as well as understand how their actions/behaviour can influence others and vice versa.

Monitoring, Evaluation and Review

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 co-ordinated and consistent approach to curriculum delivery has been adopted.
- A flexible approach to delivering PSHE that responds to children's needs (identified through consultation, research or observation) is in place.
- Children are receiving an entitlement curriculum for PSHE in line with statutory requirements and the Cambridgeshire Personal Development PSHE Programme.
- There are clearly identified learning objectives for all PSHE activities, and children's learning is assessed using both formative and summative approaches.
- Opportunities for cross-curricular approaches are being used where appropriate.
- The impact of training for staff and governors is evaluated.
- Policy and practice is reviewed regularly and involves staff, governors and, where appropriate, children.
- 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.
- A variety of methods are employed to communicate the key points of the policy and curriculum to the community.

The PSHE leader, Head Teacher and Governors are responsible for overseeing and reviewing this policy.











The policy will be reviewed/amended every 3 years or sooner, if there are significant changes or circumstances to necessitate a review.

Appendix A Long Term Overview

Half Term Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Preschool Teacher Led & Child Initiated	The implementation of PSHE is interwoven into all elements of the EYFS in each term. Building relationships - Short PSHE sessions focusing on celebrating difference and building relationships. Dialogic stories and circle time. Planned opportunities for collaborative learning and play in Continuous Provision. Managing self - Dialogic stories and circle time. Calm time, individual behaviour charts and rewards. Self-regulation - PSHE theme learning about ourselves, our families, our community and our feelings. Dialogic stories and circle time. Calm time – mindfulness, yoga and massage.					
EYFS Teacher Led & Child Initiated	The implementation of PSHE is interwoven into all elements of the EYFS in each term. EYFS Teacher may dip into the Cambridgeshire Framework when necessary and cover units in short carpet sessions or provision activities. Building relationships - Short PSHE sessions focused on learning about ourselves and their feelings. Circle time and calm time. Modelling sharing, turn taking and negotiating in play. Managing self – Circle time and calm time. Merit charts. Superhero certificates. Self-regulation - Short PSHE sessions focused on celebrating difference and building relationships. Circle time. Positive play and social skills groups. Planned opportunities for collaborative learning in Continuous Provision.					
1 7 units of work	Citizenship Rights, Rules and Responsibilities (RR12) • Working together (WT12)	Myself & My Relationships • Family and Friends (FF12)	Healthy & Safer Lifestyles • Managing Safety & Risk (MSR12)	Healthy & Safer Lifestyles • Healthy Lifestyles (HL12)	Healthy & Safer Lifestyles • Relationships & Sex Ed (RS1)	Myself & My Relationships • My Emotions (ME12)
2 7 units of work	Citizenship Diversity and Communities (DC12)	Myself & My Relationships • Beginning and Belonging (BB12) • Anti - Bullying (AB12)	Healthy & Safer Lifestyles • Personal Safety (PS12)	Healthy & Safer Lifestyles • Drug Education (DE12)	Healthy & Safer Lifestyles • Relationships & Sex Ed (RS2)	Myself & My Relationships • Managing Change (MC12)
3 7 units of work	Citizenship Rights, Rules and Responsibilities (RR34)	Myself & My Relationships • Anti - Bullying (AB34)	Citizenship • Diversity and Communities (DC34)	Healthy & Safer Lifestyles • Healthy Lifestyles (HL34) • Managing Safety & Risk (MSR34)	Healthy & Safer Lifestyles • Relationships & Sex Ed (RS3)	Myself & My Relationships • My Emotions (ME34)
4 7 units of work	Citizenship • Working Together (WT34)	Myself & My Relationships • Beginning and Belonging (BB34) • Family and Friends (FF34)	Healthy & Safer Lifestyles • Personal Safety (PS34)	Healthy & Safer Lifestyles • Drug Education (DE34)	Healthy & Safer Lifestyles • Relationships & Sex Ed (RS4) • 2022 – 2023 only Relationships & Sex Ed (RS3)	Myself & My Relationships • Managing Change (MC34)
5 7 units of work	Citizenship Rights, Rules and Responsibilities (RR56)	Myself & My Relationships • Anti -Bullying (AB56) • Family and Friends (FF56)	Healthy & Safer Lifestyles • Personal Safety (PS56)	Healthy & Safer Lifestyles • Healthy Lifestyles (HL56)	Healthy & Safer Lifestyles • Relationships & Sex Ed (RS5)	Healthy & Safer Lifestyles • Drug Education (DE56)
6 7 units of work	Citizenship • Diversity and Communities (DC56)	Myself & My Relationships • Beginning and Belonging (BB56) • My Emotions (ME56)	Citizenship • Working Together (WT56)	Healthy & Safer Lifestyles • Managing Safety & Risk (MSR56)	Healthy & Safer Lifestyles • Relationships & Sex Ed (RS6) • 2022 – 2023 only Relationships & Sex Ed (RS5)	Myself & My Relationships • Managing Change (MC56)
Ongoing in all year groups	<p>Economic Wellbeing - Financial Capability; Teachers to ensure that through the events below, their year group questions are answered for coverage. For example, Enterprise Week, Fairtrade Fortnight, Charity Fundraisers, MSA Events, Christmas Fayre, Summer Fayre, School Council.</p> <p>Healthy & Safer Lifestyles – Digital Lifestyles; Teachers to ensure that their year groups questions (see framework) are covered throughout the year. Teachers use teaching guidance due to coverage through computing units of work and themed days/weeks (e-safety).</p>					

Appendix B

Whole School Skills Progression

 PSHE including SRE Skills Progression 								
	Preschool 	EYFS 	Year 1 	Year 2 	Year 3 	Year 4 	Year 5 	Year 6 
Myself and My Relationships Anti-Bullying	<p>To develop appropriate ways of being assertive (Stop, I don't like it).</p>	<p>To find a solution if conflict occurs. To know how to be kind.</p>		<p>To understand that bullying is deliberately hurtful behaviour. To be able to give some examples of the different forms of bullying. To understand that sometimes people are bullied because they may be different in some way. To describe how it feels to be bullied or see someone else being bullied. To demonstrate simple ways of responding to bullying. To identify places where bullying may occur at school. To suggest simple</p>	<p>To give a range of examples of different forms of bullying including simple forms of cyberbullying. To understand that sometimes people are bullied because of issues relating to their identity e.g. ethnicity, religion, culture or family life. To describe how those involved in bullying including those who bully others may feel. To describe and demonstrate a number of assertiveness techniques when responding to bullying. To show that they can support</p>		<p>To describe characteristics and forms of bullying. To talk about personal reasons why someone may engage in bullying. To identify and describe specific types of prejudice driven bullying. To describe the different roles of those involved in bullying. To describe how peer pressure affects a situation. To demonstrate simple strategies to intervene in a bullying situation. To know how to defend a person who is being bullied.</p>	

				strategies to help the school feel a safer place where bullying is less likely to occur.	another child in a bullying situation. To provide reasons for why bullying may occur in certain parts of the school.		To describe and demonstrate a number of assertiveness techniques. To identify places where bullying may take place in the community.	
<p style="text-align: center;">Myself and My Relationships <i>Beginning and Belonging</i></p>	To identify different areas in the classroom and outdoors. To describe themselves in simple terms.	To identify a safe space, at home or school. To give ideas for appropriate rules. To be able to name the other children in their class. To know how to ask for help.		To take part in discussions about behaviour that helps the classroom feel a safe and happy place to learn. To understand the agreed ground rules. To take part in relationship building activities. To describe some emotions that someone new to the school might feel. To identify people in their 'Network of Support' who can help them if they are worried or need support. To know when and who to ask for help. To show some simple strategies for helping other people.		To contribute ideas to discussions about ground rules for the class. To take an active part in activities to help build cooperative relationships in the class. To identify emotions that they or someone else might feel in a new situation. To identify ways to help someone who is new to the class and the school. To know how they can access support. To know some ways they can support other people.		To collaborate with others to develop strategies and approaches to help the classroom feel a safe and happy place. To know the names of everyone in their class and be able to build new relationships. To know how it may feel to be in a new situation in different contexts, and have strategies for managing those emotions. To identify a range of people in their Network of Support. To have ideas for helping new people feel welcome, and be able to offer support to others who need help.

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Whole School Skills Progression

<p>Myself and My Relationships <i>Family and Friends</i></p>	<p>To talk to familiar children and adults. To play with playing with other children, extend and elaborate on play ideas.</p>	<p>To know about their extended family. To build constructive and respectful relationships.</p>	<p>To describe some of the qualities of friendship and skills for making friends. To have some strategies for managing when friendships are difficult. To understand that there are different family patterns. To describe what is special about their own family and its members, and about other people they know.</p>			<p>To describe some of the qualities of a good friend. To have strategies for keeping friends on and offline. To cope with changes in friendship patterns and know some ways to resolve conflict in friendships. To describe some emotions felt by people experiencing friendship challenges and the causes of these. To describe some ways families, offer support in tough times. To identify special people in their networks and know from whom and how to access support.</p>	<p>To describe aspects of healthy and unhealthy relationships, online and offline. To know how to begin new friendships and maintain existing ones, on and offline. To manage some of the pressures in friendships and family relationships. To understand when consent should be sought and given. To describe how communication skills, empathy and compromise can reduce familiar relationship challenges. To understand how families can support each other through periods of change or pressure.</p>	
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<p>Myself and My Relationships Managing Change</p>	<p>Talk about how they have changed since they were a baby.</p>	<p>To know some similarities and differences between things which they have experienced in the past and now.</p>		<p>To know ways in which they have changed since they were babies. To know that change is a normal part of life and that sometimes we can plan for it and sometimes we can't. To identify changes that they or other children might experience. To know some emotions, they or others might feel at particular times of change. To suggest some strategies, they might use to cope with times of change. To know that change can be positive and something to look forward to.</p>		<p>To identify some changes which have happened in their lives and those of others. To identify changes which may happen in the future. To explain why friendships might change and how to cope. To describe possible feelings linked to loss and change. To suggest how someone might feel and behave when someone they love dies. To know who to approach for support and how they might approach them. To know some temporary and permanent, as well as planned and unplanned changes.</p>		<p>To identify a range of situations which involve loss and change. To recognise emotions associated with loss and change, and understand how these feelings can change. To identify what might help when experiencing difficult emotions. To reflect on their own experiences of change and describe some ways they have affected them. To develop strategies for coping with future changes, including transition to secondary school.</p>
<p>Myself and My Relationships My Emotions</p>	<p>To talk about themselves positively. To talk about things, they like or dislike. To talk about feelings using words like 'happy', 'sad', 'angry', 'worried.</p>	<p>To moderate their feelings in social situations. To tolerate delay and show patience for a short period of time. To develop resilience when</p>	<p>To describe how they are feeling. To recognise feelings in others. To have developed some strategies to deal with their own strong emotions. To know that there is a link</p>		<p>To recognise and communicate how they are feeling. To recognise and describe feelings in others, and show care towards them. To be able to move from an</p>			<p>To use a range of vocabulary to describe different emotions in themselves. To understand that we are responsible for our actions, although not for our feelings.</p>

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	<p>To use some methods to self-soothe when upset.</p>	<p>faced with a challenge.</p>	<p>between thoughts, feelings and behaviour. To understand that how they feel can affect how they approach tasks. To have some strategies for regaining a positive frame of mind. To understand the difference between behaviour which is impulsive and that which is considered.</p>		<p>uncomfortable state to a more positive one. To explain what is meant by 'mental wellbeing'. To know who to approach and how to get support with their emotions. To recognise their own personal strengths and qualities. To understand what is meant by "over-reacting", To know what it feels and looks like to be assertive and when it might be appropriate.</p>			<p>To describe how mental health can vary and how common mental ill health is. To describe some self-care strategies, and say which ones tend to work for them. To know what is meant by loneliness. To explain concepts of identity and self-respect. To suggest when they might need to seek help, who to approach, and how they might do this.</p>
<p>Citizenship Diversity and Communities</p>	<p>Talk about their immediate family. Continue developing positive attitudes about the differences between people. To show an interest in different occupations and recognise people who can help them.</p>	<p>To talk about the lives of others and some of their roles in society. To understand that some places are special to members of the community. To recognise that people have different beliefs and celebrate special times in different ways.</p>		<p>To describe some aspects of their identity. To know about some similarities and differences in people's lifestyles. To describe places in their community, how they and others might use them, and who is available to help them. To know how they can help look</p>	<p>To recognise similarities and differences between themselves and others. To recognise and respect diversity, including the importance of challenging stereotypes. To know about groups and communities that exist locally. To understand some different</p>			<p>To recognise aspects of their identity. To understand how other people can influence their perception of themselves. To describe the ethnic make-up of their community and different groups that live in Britain. To recognise the negative effects of stereotyping and prejudice.</p>

				<p>after the school environment. To know what animals and plants need to survive.</p>	<p>forms and roles of the media. To understand some of the needs of the local environment To know some needs of animals, including pets, and the responsibilities of humans towards them.</p>			<p>To know about how they and others, contribute to the community. To understand the role of the media and its possible influences. To understand some ways of caring for the environment.</p>
<p>Citizenship Rights, Rules and Responsibilities</p>	<p>To develop their sense of responsibility by looking after their own and Preschool belongings. To understand why the rules are important. To remember the rules without needing to be reminded of them.</p>	<p>To know why we have rules and actively try to meet them. To name some adults in school who look after them. To manage their own needs (washing their hands, dressing, toileting).</p>	<p>To describe responsibilities of some adults in school. To describe some of the responsibilities they have in the classroom and at home. To describe classroom ground rules and explain how they have been involved in making them. To know why we have classroom rules. To explain what is meant by voting and be able to name some people who make decisions at School. To share information, opinions and feelings and listen to those of others.</p>		<p>To explain the difference between wants and needs. To explain why rights are important and know that they come with responsibilities. To express how it feels to be treated with respect. To demonstrate how to show respect for others. To explain why rules are needed. To know different ways of making a decision and ways they can influence decision making in school, through simple debating and voting.</p>		<p>To state some of the rights in the United Nations Convention on the Rights of the Child and explain why they are important. To explain and demonstrate rules for keeping safe. To explain the conventions of courtesy and manners in some different settings. To know why rules and laws are needed in society and explain some reasons why people sometimes break them. To understand the democratically elected role of parliament, MPs, local councils and councillors and</p>	

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					To describe what a representative does.		link this with school councils. To express their views on a moral or social question.	
Citizenship Working Together	To talk to familiar children and adults To play with one or more other children Develop their sense of responsibility by contributing to group tasks such as tidying up.	To view themselves as a valuable individual. To build constructive and respectful relationships with adults and peers. To consider the perspectives of other people. To show sensitivity to the needs of others To form positive attachments.	To name some of their own strengths and skills. To understand and practise listening skills, take turns and make clear explanations. To understand and practise group work skills, including discussion, negotiation and co-operation. To be aware of how their strengths and skills can be useful in a group. To evaluate a group work task.			To identify strengths and skills of others. To identify skills they would like to develop. To know how to show they are listening using their body. To express opinions and ask open questions. To work in a group to make decisions and solve a problem. To persevere at a task To give and receive feedback.		To know how skills and strengths can complement each other. To know some hopes for the future. To know some skills which might be useful in a range of jobs. To communicate effectively, using listening, negotiation, debating and chairing skills. To recognise influences on their decision making. To use evaluation and feedback to inform future work.
Healthy and Safer Lifestyles Drug Education				To know how things can get inside the body and that some can be helpful and some can be harmful. To know of some safety rules	To name some medical and legal recreational drugs. To understand how a drug can enter the bloodstream. To explain some ways in which		To categorise drugs as medical, non-medical, legal and illegal. To understand the possible physical and psychological effects of some drugs.	

				<p>concerning medicines. To name people who could help them take them safely. To understand that many people have injections. To understand that there can be alternatives to medicine use. To recognise simple risks and suggest ways of managing given scenarios.</p>	<p>medicines are used. To know that nicotine and alcohol are drugs and describe some of their effects. To consider why some people choose to use nicotine and alcohol. To know about influence and persuasion.</p>		<p>To know some reasons why people, use and misuse drugs. To understand some of the laws relating to drugs. To identify risk and risk management strategies, know where they can get support and be able to identify some sources of reliable and accurate information.</p>	
<p>Healthy and Safer Lifestyles <i>Healthy Lifestyles</i></p>	<p>To recognise the effects of exercise on the body. To use the toilet independently To follow steps and guidance to wash and dry hands. To understand some simple healthy food and drink choices.</p>	<p>To know that regular exercise can help to keep you healthy. To understand the importance of sleep. To know how to brush their teeth and for how long. To know some healthy food and drink choices.</p>	<p>To know how to be healthy. To explain why healthy eating and physical activity are both important. To know the difference between being active and inactive. To know say what changes physically and emotionally when they are active. To understand that food can be divided into different groups and know that for good health we need a balanced diet.</p>		<p>To reflect on their own lifestyle. To know that eating a balanced diet, being active and sleeping all contribute to a healthy lifestyle. To understand some of the reasons people make less healthy choices. To know some of the physical and mental benefits of exercise. To state some of the influences on food choices. To understand why our bodies need foods from each food group.</p>		<p>To know that different foods contain different nutrients. To explain that different kinds and amounts of food provide different amounts of energy. To understand the benefits of physical activity for promoting health and the risks of not participating. To understand that behaviour, routines and a variety of influences affect their lifestyle choices. To know why some online apps</p>	

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					<p>To know how much sleep we need.</p> <p>To know why dental hygiene is important and how they can look after their teeth.</p>		<p>and games are age restricted.</p> <p>To take responsibility for their own health.</p>	
<p>Healthy and Safer Lifestyles <i>Personal Safety</i></p>	<p>To know who to ask for help when they need it.</p>	<p>To identify different feelings.</p> <p>To tell others how they feel.</p>		<p>To name the Early Warning Signs, the physical feelings in their body that help them to know they are not feeling safe.</p> <p>To know who they could talk with if they have a worry or need to ask for help.</p> <p>To identify private parts of the body and say 'no' to unwanted touch.</p> <p>To know what to do if a friend or family member isn't kind to them.</p>		<p>To recognise their own feelings and talk about them to others.</p> <p>To name the adults in their Network of Support.</p> <p>To know how and when to ask trusted adults for help.</p> <p>To identify the sort of physical contact they feel comfortable with and how to report unwanted or unsafe physical contact.</p> <p>To seek help if they feel worried about a relationship.</p> <p>To suggest some ways to help stay safe online.</p>	<p>To identify the qualities that make a safe 'network' person.</p> <p>To know when to review their network.</p> <p>To judge whether a secret is safe or unsafe.</p> <p>To identify behaviours that constitute abuse and neglect.</p> <p>To identify touches which break personal boundaries.</p> <p>To contribute to discussions about assessing risk.</p>	

<p>Healthy and Safer Lifestyles Relationships and Sex Ed</p>	<p>To name some of the main external parts of the body. To recognise the effects of exercise on the body.</p>		<p>To confidently name the main external parts of the body. To name the sexual parts with using colloquial and scientific words. To describe what their bodies can do. To know that their body belongs to them. To describe some basic personal hygiene routines and understand how these can prevent the spread of disease.</p>	<p>To recognise babies, children and adults of different ages. To understand that human babies grow inside their mothers. To describe the main physical developments which take place in early childhood. To describe some of the changes in responsibilities and expectations during early Childhood. To know a baby's basic needs.</p>	<p>To use the scientific terms penis, testicles/testes, breast and vulva/vagina. To explain which parts are male and which are female. To give several examples of the capabilities of their own bodies. To describe familiar hygiene routines and understand the reasons for doing these things. To explain how common illnesses are spread.</p>	<p>To identify the main stages of the human lifecycle. To explain that a baby grows from a male seed and a female egg. To identify an area for which they can take more responsibility. To explain some ways that parents/carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot look after itself.</p>	<p>To know and explain basic functions of the external and internal sexual parts of the body. To understand the main changes that happen at puberty. To know some ways to manage puberty changes. To know how to support a positive body image. To understand the importance of washing regularly and maintaining hygiene routines during puberty. To know ways they can prevent the spread of some bacterial and viral diseases.</p>	<p>To describe the main stages of sexual reproduction. To describe some emotions associated with the onset of puberty and have strategies to deal with these positively. To understand that puberty affects people in different ways, both physically and emotionally. To describe some characteristics of loving, trusting relationships. To know why a couple might choose to have children. To show awareness of some family structures which are different from their own.</p>
<p>Healthy and Safer Lifestyles Managing Safety and Risk</p>	<p>To work with others to move large/heavy resources safely.</p>	<p>To safely move equipment. To know simple road safety – stop, look and listen, crossing points.</p>	<p>To know a familiar risky situation and suggest ways of reducing risk. To know their full name and address and know when this might be useful. To explain a simple strategy for</p>		<p>To describe some physical and emotional reactions to risk. To describe how friends might influence them in risky situations. To explain strategies for staying safer near roads and water.</p>			<p>To describe some benefits and consequences of taking risks. To describe ways their levels of responsibility are changing. To know strategies for getting help from unknown adults.</p>

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			<p>action if they are lost.</p> <p>To recognise dangers that traffic poses.</p> <p>To know ways to stay safer in the sun.</p> <p>To describe ways of preventing accidents.</p> <p>To know what is meant by an emergency and who might help them.</p>		<p>To describe ways they could safely act in an emergency.</p> <p>To carry out a simple first aid procedure.</p>			<p>To describe some first aid procedures to be used in familiar and unfamiliar situations.</p>
Economic Wellbeing	<p>To know what money is.</p>	<p>To know we can spend money and receive change.</p>	<p>To know we can receive, spend and save money in many ways.</p> <p>To know it is important to take care of money,</p> <p>To know we have to make choices about money which affect us and others.</p> <p>To know about the work of one particular charity.</p>	<p>To know how to save and look after their money and why we might do so.</p> <p>To understand the difference between wants and needs.</p> <p>To understand some of the feelings associated with money.</p> <p>To have a simple understanding of what charities might do.</p>	<p>To know that we receive money through a variety of means.</p> <p>To understand that some of the ways we use money can make it grow or involve risk.</p> <p>To understand that we make choices about spending for many different reasons.</p> <p>To understand that money may have different value and meaning to different people at different times.</p>	<p>To understand how to plan for spending and saving money.</p> <p>To understand some of the ways that the choices we make affect us, our communities and the wider world.</p> <p>To know that many changing emotions can be linked with money.</p> <p>To understand that money may have different value and meaning to people in different cultures.</p>	<p>To have a broad view of what money is, including history, trade and currencies.</p> <p>To know that occupations require different skills and allow for different earnings.</p> <p>To know that the choices we make and the ideas we have about money change according to individual circumstances, values, beliefs and culture.</p> <p>To know what we mean by poverty.</p> <p>To make informed choices, tracking</p>	<p>To know that the skills we have may determine our jobs and possible earnings.</p> <p>To understand some ways paid employment supports the community as a whole.</p> <p>To understand that managing money, and our feelings about it, is complex but there are people who can help.</p> <p>To have a broad view of poverty, know something of its causes and how charities are involved.</p>

					To manage money effectively in real life situations.	To understand why we need charities.	spending and keeping within a budget.	
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