



Old Vicarage School

PSHE (Personal, Social, Health & Economic) Education Policy including Relationships and Sex (RSE) Education

This policy applies to the whole school, including the EYFS.

This policy should be read in conjunction with the School's Anti-Bullying, Behaviour, Equal Opportunities, Individual Needs, E-Safety, Child Protection & Safeguarding and SMSC (Spiritual, Moral, Social & Cultural) Policies.

Aims

At Old Vicarage School we promote personal wellbeing and development through a comprehensive programme of Personal, Social, Health & Economic (PSHE) Education. PSHE is the curriculum subject that gives pupils the knowledge, skills, attitudes and understanding that they need to live safe, confident, and healthy lives.

Relationships Education is taught within the PSHE Education curriculum and became compulsory for all primary aged children (Reception to Year 6 pupils) from September 2020. The aim is to provide children with the building blocks needed for positive and safe relationships, including with family, friends and on-line. It seeks to provide them with an understanding of the importance of family life, stable and loving relationships, respect, love, and care.

Sex education is not compulsory for this age group. However, the School is required to teach the biological elements of sex education which are contained in the Science curriculum. Additionally, the School will continue to teach age appropriate sex education alongside relationships education. We do not use Sex and Relationships Education to promote any form of sexual orientation or activity.

Our key aims are to:

- Promote the spiritual, moral, social and cultural development of all pupils
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Create a positive culture around issues of sexuality and relationships
- Help pupils develop feelings of self-respect, confidence and empathy
- Teach pupils about healthy relationships, the meaning of family and who can support them
- Promote safety in forming and maintaining relationships.
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Prepare pupils for puberty and give them an understanding of sexual development
- Teach pupils the importance of health and hygiene
- Prepare pupils to be positive and active members of a democratic society
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Teach pupils to make informed choices
- Prepare pupils for the opportunities, responsibilities and experiences of later life

Teaching and learning

PSHE Education is an important and necessary part of all pupils' education. Our broad curriculum is made up of three core themes:

1. Health & Wellbeing

This area of PSHE Education teaches children how to stay healthy, both physically and mentally. They will learn about:

- The parts of the body and the physical similarities and differences between boys and girls
- What is meant by a healthy lifestyle
- Ways of keeping physically and emotionally safe
- The importance of self-respect and mental wellbeing
- How to recognise and talk about their feelings
- How to make informed choices and where to get help
- The health benefits of physical activity and time outdoors
- What is meant by 'privacy'

2. Relationships

Relationships Education teaches pupils how to recognise and provide positive, caring relationships, with particular reference to friendships, family relationships and different family groups (including LGBT relationships). They will learn:

- To identify special people in their lives (families, friends, carers)
- To recognise that their behaviour can affect other people
- To identify and respect the differences and similarities between people
- How to listen to other people and work and play cooperatively
- How to communicate with each other and resolve conflicts
- How to understand their feelings and seek help or advice from others
- To recognise when people are being unkind to them or others and how to respond
- What to do if they are being bullied (including cyber and homophobic bullying)
- To judge what kind of physical contact is acceptable and comfortable
- About the rituals and traditions associated with birth, marriage and death
- The rules and principals for keeping safe online

3. Living in the Wider World

This area of PSHE Education teaches pupils about society and the economy. They will learn:

- How to make and follow group, class, and school rules
- About the ways in which we are all unique and the things we have in common
- About basic human rights
- What protects and harms the environment
- How the wider community operates
- How to keep themselves safe in the community
- What to do in an emergency situation
- About their rights and responsibilities as members of families, other groups and citizens
- How to make choices about spending or saving money
- To respect national, regional, religious, and ethnic identities

In the Upper School, weekly PSHE lessons are taught by class teachers, although some elements are covered in Physical Education, Religious Studies and ICT. Lower School teachers have more opportunities to teach at unplanned times in the day. They can also observe the children during role play sessions and intervene to model communication skills.

Learning is not restricted to the classroom; it runs through all aspects of school life including the playground, assemblies, competitions, school trips (for example, visits to the Houses of Parliament), performances and special visitors. Whole school initiatives such as “buddying” between older and younger girls, the School Council (Years 2 – 6), the Harvest Festival collection and a School Charity election provide valuable learning experiences. Early Years Reception class children spend time with Year One pupils to help prepare them for transition to the next stage of their education.

We run a school-wide programme of character qualities such as Honesty, Wisdom and Consideration. These change every half term and form the focus of PSHE Education lessons and assemblies.

We promote fundamental British values, including tolerance and respect.

Relationships and Sex education (RSE)

Relationships education is taught through our PSHE Education syllabus as well as other subjects, such as Religious Studies (see above). We inform pupils about sexual issues with regard to matters of morality and individual responsibility and in a way that allows them to ask and explore moral questions.

The biological elements of RSE are taught through statutory Science lessons. These are important lessons that offer pupils knowledge and understanding of the human body and its processes. We carry out the main sex education through our Science curriculum:

- In Key Stage 1 (Reception to Year 2), pupils learn how animals, including humans, move, feed, grow and reproduce. We also teach them about the main parts of the body.
- In Key Stage 2 (Years 3 – 6), pupils learn about life processes and the main stages of the human life cycle in greater depth.
- The biological elements of Sex education (Human Reproduction) are taught through the Science curriculum from Year 5 upwards.

In an age-appropriate and sensitive way, we teach pupils about:

- Their physical development as they grow into adults (puberty, menstruation)
- The way humans reproduce
- Respect for their own bodies

Further details of what is included in Relationships Education are provided at Appendix 1.

A summary of the School’s PSHE Education Syllabus is attached at Appendix 2.

Teaching methods

All materials used are designed for primary school use to ensure all the content is age appropriate.

Teaching staff are professional and sensitive in their approach and may refuse to answer questions or discuss topics in front of the class that could offend anyone or upset religious sensitivities and beliefs. Pupils will instead be encouraged to ask their questions to adults at home. Particular care will be taken not to stigmatise pupils based on their home circumstances and needs, to reflect that some children may have a different structure of support around them.

Pupils will be invited to express their personal opinions and feelings, whilst being encouraged to treat each other with kindness and respect and value the opinions and feelings of others.

Staff who are concerned about teaching any elements of the RSE programme are encouraged to discuss this with the Head. The Head will ensure that members of staff are given sufficient training so that they can teach effectively and handle any difficult issues with sensitivity.

Pupils with SEN (Special Educational Needs)

We need to ensure that the needs of pupils with SEN are met. This may mean additional support within lessons, small group or individual lessons and an adapting of resources to enable access. Parents may need to be consulted individually with regard to pupils with SEN.

Confidentiality

Teachers will conduct RSE lessons in a sensitive manner and in confidence. However, if a pupil makes a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, this will be dealt with in line with the School's Safeguarding Policy.

Equality and respect

We promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise and understand that sometimes these may be in tension with some aspect of this policy.

Working with parents

The School is well aware that the primary role in children's PSHE Education and RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children in our school through mutual understanding, trust and co-operation.

We will do this by:

- Informing parents about this policy and answering any questions they may have.
- Providing parents with year group PSHE Education and RSE information at curriculum evenings and sharing useful resources with them.
- Listening considerately and seriously to any issues that parents raise in relation to this policy or our arrangements for teaching PSHE Education and RSE in the School.

Parents' right to withdraw pupils from lessons

Parents have a right to withdraw their child from all or part of the sex education provided, but not from the biological aspects of human growth and reproduction which are statutory elements of the National Science Curriculum.

If a parent wishes their child to be withdrawn from sex education lessons, they should put their concerns in writing to the Head, detailing which aspects of the programme they do not wish their child to participate in. Before granting the withdrawal, the Head will discuss the concerns raised by the parents, the benefits of this important education and any detrimental effects that withdrawal might have on the pupil. The School will always respect the wishes of the parent.

Parents may not withdraw their children from relationships education because it is important that all children received this content, covering topics such as friendships and how to stay safe online.

Parents should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with relationships education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Development and review of Policy

This policy has been developed in consultation with the Teaching Heads of PSHE, staff and parents. All registered parents were given the opportunity to look at the policy and make recommendations.

This policy will be reviewed every two years by the Head and the Teaching Heads of PSHE. Registered parents will be invited to comment on any revisions to the policy prior to publication.

This policy will be made available to governors, parents and the public on the policies section of the Old Vicarage School website.

Signed: **Gill Linthwaite**
Head

Amanda Freeman
Head of PSHE Education – Upper School

Last reviewed: March 2021
Next review: March 2023

Shannae Ingram
Head of PSHE Education – Lower School

APPENDIX 1 – Relationships Education

By the end of Year 6, our pupils will have learned about:

Topic	Knowledge
Families and people who care about me	<ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability• 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• 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• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none">• How important friendships are in making us feel happy and secure, and how people choose and make friends• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded• 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• 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
Respectful relationships	<ul style="list-style-type: none">• 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• Practical steps they can take in a range of different contexts to improve or support respectful relationships• The conventions of courtesy and manners• The importance of self-respect and how this links to their own happiness• 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• 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• What a stereotype is, and how stereotypes can be unfair, negative or destructive• The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

PSHE EDUCATION SYLLABUS SUMMARY: RECEPTION TO YEAR 6

The PSHE Education syllabus take into account the needs of our children and our aim to provide each child with a sound basis to cope with the ever changing world around them. Each topic is covered at the appropriate level in each year group. We also ensure there is space in the curriculum to discuss pertinent issues that may affect our children and the wider community.

LOWER SCHOOL - Reception Year, Years 1 & 2

Autumn Term	Spring Term	Summer Term
CORE THEMES FOR THE YEAR: HEALTH & WELLBEING – RELATIONSHIPS - LIVING IN THE WIDER WORLD.		
<p><u>Class and School rules</u> Why do we have rules? Why are rules important? What would happen if we didn't have rules? Help construct and agree to follow class, group and school rules.</p>	<p><u>Character qualities: Co-operation; Wisdom</u> Where do we see co-operation and why is it helpful? Is it important to co-operate? What is wisdom? How is it different from knowledge? How is it useful? Wise people/characters that you know.</p>	<p><u>Grandad's Island</u> About change and loss (including death, moving home, losing toys, pets, friends) & associated feelings. Process of growing from young to old and how people's needs change.</p>
<p><u>Growth Mind-set</u> Think about themselves. Learn from experiences. Recognise and celebrate strengths. Set simple but challenging goals.</p>	<p><u>Scenario Cards</u> What is fair/unfair, kind/unkind, right/wrong. What does bullying look like? Strategies to resist teasing or bullying. Who do you tell if you see someone being unkind? How can you help? Everyone has responsibilities.</p>	<p><u>Character quality – Peace</u> What does it mean? What does peace look and sound like? Understand internal & external peace. Positive effects of internal peace. Link to upcoming exams.</p>
<p><u>What makes a good friend?</u> Role play good friends. Class recipe for friendship. Draw a good friend.</p>	<p><u>Self Esteem Yoga</u> Thinks I like about me. Write/say a nice word about someone in the class.</p>	<p><u>Moving up</u> Growing and changing and new opportunities and responsibilities. Concerns about 'moving up'.</p>
<p><u>Who are you?</u> We are all different. Identify and respect similarities and differences. Ways in which they are all unique. Recognise likes & dislikes. How to make real, informed choices that improve physical and emotional health. Recognise that choices can have good & not so good consequences. Religious & cultural differences.</p>	<p><u>Good secrets and bad secrets</u> Understanding good and bad feelings and how to describe these feelings to others. Difference between good secrets (e.g. surprise present) and bad secrets (e.g. being hurt or touched you and told not to tell). People who look after them. Who can they talk to if they feel unsafe or uncomfortable and how to attract their attention? Responsibility for keeping themselves and other safe. Importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</p>	<p><u>Parts of the body</u> Names for the main parts of the body (including external genitalia). Similarities and differences between boys and girls. What kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable? That people's bodies can be hurt. What is meant by privacy? Their right to keep things 'private'. The importance of respecting others' privacy.</p>

<p><u>T.H.I.N.K before you speak</u></p> <p>Importance of speaking kind words. Recognise that behaviour can affect other people. People’s feelings can be hurt.</p>	<p><u>Feelings</u></p> <p>How can you tell what someone is feeling? When have you felt happy, sad, surprised etc. Who can you go to when you are not feeling happy? How to communicate your feelings. Establish network of trusted friends and adults.</p>	<p><u>Money, Money, Money</u></p> <p>Why is money important? Where does it come from? What is it used for? Where do they/adults put their money? What happens if you don’t have any? Choices about spending and saving. What is fundraising?</p>
<p><u>Keeping Safe</u></p> <p>Bonfire Night and Road Safety Awareness Week.</p>	<p><u>Keeping Safe (travel & environment)</u></p> <p>Cycle and scooter safety, rail safety, and safety in the environment.</p>	<p><u>Keeping Safe</u></p> <p>ICT safety, online safety and water safety.</p>
<p><u>Self esteem yoga</u></p> <p>What constitutes and how to maintain, a healthy lifestyle. Benefits of a healthy lifestyle, physical activity, rest and mental health. Positive mindset.</p>	<p><u>Online safety</u></p> <p>AAAA - always ask an adult (permission, help supervision). What the internet is and how it can be used when they are older.</p>	<p><u>Looking after the world</u></p> <p>What improves and harms their local, natural and built environments and the strategies and skills needed to care for these. (rubbish, recycling, pollution, conserving energy). Making thoughtful decisions. Designing a reusable bag.</p>
<p><u>Good hygiene</u></p> <p>What is hygiene? How is it important? How some diseases spread and can be controlled. Simple skills to help prevent diseases spreading. Washing hands.</p>	<p><u>Fire safety</u></p> <p>Smoke detectors, fire drills at school and process of Fire Brigade. Discuss where we see fire – in fireplaces, kitchen, fireworks.</p>	<p><u>Medicine</u></p> <p>Different types of medicine. Why do people need it? Who gives medicine? Understanding that household products, including medicines can be harmful if not used properly. Visit from a Doctor.</p>
<p><u>How to keep warm</u></p> <p>Weather changes. What can we do to stay warm? What harms the environment? Conserving energy - closing windows and doors.</p>	<p><u>People who help us</u></p> <p>What is a community? ‘Special people’ who work in the community to help and protect them? (firefighters, police officers, nurses, bus drivers). How to contact them when they need their help (999).</p>	
<p><u>The colour monster</u></p> <p>How you communicate feelings to others. Recognise how others show feelings and how to respond.</p>	<p><u>Where I belong.</u></p> <p>What does belonging mean? What groups do they belong to (family, religion, birth place, clubs, class, school). How does it make us feel? Who else is in that group? How do they treat each other?</p>	

Daily opportunities

In addition to the above, the children are given time to:

- Share their opinion on things that matter to them and explain their views through discussions with one other person and the whole class.
- Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).
- Use role play/free play sessions to model communication and conflict resolution skills.
- Offer constructive support and feedback to others.

UPPER SCHOOL - Year 3

Autumn Term		Spring Term		Summer Term	
Topics	Activities & Understanding	Topics	Activities & Understanding	Topics	Activities & Understanding
<p>The School Rules and finding help at School</p> <p>Sharing</p> <p>Listening</p> <p>Kindness</p> <p>Friendship</p> <p>Team building</p> <p>Bullying - feelings</p> <p>Firework safety and the firework code</p> <p>Road Safety Week</p> <p>Family</p> <p>Caring for others</p> <p><i>Quality characteristic – one per half term.</i></p>	<p>Why do we have rules? Who can we go to for help if we have a problem?</p> <p>Taking turns. The importance of sharing with others</p> <p>How do you know when someone is listening to you?</p> <p>Recognise kind acts from other people. Appreciate the feelings of kindness</p> <p>Know what a friend is and how to be a friend. Special friends.</p> <p>Identifying feelings. Recognise and interpret different types of body language.</p> <p>Being careful and safe around fire. Bonfire Night - dangers and precautions.</p> <p>Road Safety Week - Green Cross Code.</p> <p>The importance of family. A family may take different forms.</p> <p>Sharing life at home. Being considerate.</p> <p>Caring for others. Recognise when they are being cared for.</p>	<p>Thanking people</p> <p>Manners</p> <p>Cleanliness/Hygiene</p> <p>Personal Organisation</p> <p>Personal safety</p> <p>Recycling & Litter</p> <p>Saving Electricity</p> <p>Stranger Danger</p> <p>Global money week</p> <p><i>Quality characteristic – one per half term.</i></p>	<p>The importance of thanking people and to know manners cost nothing.</p> <p>Why we need to keep clean – to stop the spread of germs/to keep healthy.</p> <p>Organising time at home. Strategies to organise themselves at school to assist with learning.</p> <p>Personal safety – understand that there are dangers and why adults have rules.</p> <p>Recycling and litter – the importance of not being wasteful and looking after our environment.</p> <p>Saving electricity – understand the importance of not wasting energy.</p> <p>Stranger danger – how can we make sure we are safe from strangers.</p>	<p>Sharing & Kindness</p> <p>Listening and concentrating</p> <p>Jealousy</p> <p>Teasing</p> <p>Telling the truth</p> <p>Dealing with the death of a pet</p> <p>Road safety</p> <p>Sun safety</p> <p>Safety at the beach</p> <p>Dealing with anger</p> <p>Arguments and quarrels – conflict resolution</p> <p>Revisit Global money (alternatives Britishness, friendships)</p> <p><i>Quality characteristic – one per half term.</i></p>	<p>The importance of sharing and kindness.</p> <p>Strategies for extended listening and concentrating - the importance of being able to do so.</p> <p>What is jealousy and why do we experience it?</p> <p>Various forms of teasing and reflect on different viewpoints.</p> <p>The importance of telling the truth and consequences of lying.</p> <p>Understanding loss and one's feelings at the death of a pet.</p> <p>How to behave correctly on roads and keep safe.</p> <p>The potential dangers of the sun and how to be protected.</p> <p>Having fun at the beach, lake, river, swimming pool – how to stay safe.</p> <p>Recognising and dealing with the emotion of anger and avoid or resolve conflict.</p>

UPPER SCHOOL: Year 4

Autumn Term		Spring Term		Summer Term	
Topics	Activities & Understanding	Topics	Activities & Understanding	Topics	Activities & Understanding
<p>Rights and Responsibilities</p> <p>Team Building – Picking teams</p> <p>Friendship</p> <p>Conflict resolution - Empathy</p> <p>Bullying</p> <p>Making Decisions/ Choices</p> <p>Including people – Tolerance, Equal Rights, Racism</p> <p>Road Safety Week</p> <p>Firework safety & Firework code as alternative topic for November.</p> <p><i>Quality characteristic – one per half term.</i></p>	<p>Why do we have rules? How we can make our school a happy place?</p> <p>How does it feel to be part of a team? Rules for working as a team.</p> <p>What can you do if someone frustrates you?</p> <p>Friendship – what makes a good friend?</p> <p>What is empathy? What happens when you disagree with someone?</p> <p>Do you agree with how conflict is resolved?</p> <p>Anti-Bullying Week – how to cope with the unkindness of peers.</p> <p>Making decisions- What would you do?</p> <p>What does it mean to be tolerant?</p> <p>Why is it important not to judge others and celebrate differences?</p> <p>Equal rights- what does this mean? Does/Should everyone have equal rights?</p> <p>Racism- what is it? See people as individuals – not as group.</p> <p>Road Safety – how to keep safe on the road.</p>	<p>Manners</p> <p>A Healthy Diet</p> <p>Personal Organisation at home</p> <p>Study Skills</p> <p>Road Safety</p> <p>Stranger Danger</p> <p>Recycling</p> <p>Safer walking</p> <p>Global money week</p> <p><i>Quality characteristic – one per half term.</i></p>	<p>Discuss the holidays – what was most enjoyable/difficult. The importance of manners.</p> <p>Importance of healthy living. Main food groups – healthy menu options.</p> <p>Why is it frustrating for others and hard for you when you are disorganised? Strategies to organise yourself at home.</p> <p>Understand people learn in different ways. Improve study skills to assist with learning at school.</p> <p>Understand and use the Green Cross Code</p> <p>Stranger danger – what does it mean. How to be safe. Internet safety.</p> <p>Recycling and litter – what can you recycle? Why should we recycle?</p> <p>Environmental issues – to be able to offer ways of improving the environment of the school– both physical and cultural.</p>	<p>Peer Group Pressure</p> <p>Social Justice – Rule Breaking</p> <p>The Countryside Code</p> <p>Dealing with loss (pet or teddy)</p> <p>Sun safety</p> <p>Safety near water</p> <p>Working as a Team</p> <p>Revisit Global money (alternatives Britishness, friendships)</p> <p><i>Quality characteristic – one per half term.</i></p>	<p>How children can influence each other – positive and negative. How to stand back and make own judgements.</p> <p>Why do we have rules at school and home? Understand the implications and results of breaking rules</p> <p>Looking after the countryside (litter, livestock, gates) and respecting private property - ‘right to roam’.</p> <p>The range of feelings caused by the loss of something precious (eg pet/teddy).</p> <p>Treating the sun with respect. Conditions which may result from excessive exposure.</p> <p>Possible dangers on the beach, pool, lake, river; How to behave sensibly.</p> <p>What makes a good team player? When is it easier to work as a team for some activities and alone for others?</p>

UPPER SCHOOL: Year 5

Autumn Term		Spring Term		Summer Term	
Topics	Activities & Understanding	Topics	Activities & Understanding	Topics	Activities & Understanding
<p>Rules and Responsibilities</p> <p>Classroom rules</p> <p>Celebrate yourself</p> <p>Friendship</p> <p>Looking after each other</p> <p>Anti-bullying week – No Bullying Here</p> <p>Study Skills</p> <p>Conflict Resolution</p> <p>Road Safety Week</p> <p>Debating</p> <p>Personal Safety – incorporated into Road Safety Week.</p> <p><i>Quality characteristic – one per half term.</i></p>	<p>Why do we need guidelines for happy school?</p> <p>Can you have rights without responsibilities in a democratic society?</p> <p>Celebrate yourself – what are you really good at. What would you like to improve?</p> <p>What makes a good friend? Will a good friend always agree with you?</p> <p>How can we look after each other? Would you be brave enough to ‘do the right thing’?</p> <p>What to do if you or a friend is being bullied. Standing up to bullies – what is the best thing to do?</p> <p>Planning our day – study skills</p> <p>What do people do that make our world a good place to live in?</p> <p>The good and bad in humans – look at both sides of every argument</p> <p>Road Safety Week – What to do if you feel unsafe?</p>	<p>Manners/thank you</p> <p>Equal Opportunities</p> <p>Racism & Homophobia</p> <p>Government and elections</p> <p>Saving Energy/Global Warming/Recycling/Litter</p> <p>Bullying – when it is no longer a joke</p> <p>Cyber bullying</p> <p>Keeping Safe</p> <p>Global money week</p> <p><i>Quality characteristic – one per half term.</i></p>	<p>Is time spent more important than gifts given? Would helping with washing up be a better way to say thank you?</p> <p>Equal opportunities – what does it mean and why it will be important for their future</p> <p>Racism & homophobia–what this means and why it is such a ‘hot’ topic in our society</p> <p>History behind elections – why do we need a government? What would happen if nobody was in charge?</p> <p>Saving energy/global warming. What do these terms mean? Small scale energy saving ideas.</p> <p>What should we recycle? Food waste – ‘sell by’ dates.</p> <p>The difference between a joke and bullying.</p> <p>Bullying helplines</p> <p>Cyberbullying - how to stay safe on line</p> <p>Walking to school and personal safety. What to be aware of.</p>	<p>Global Warming</p> <p>Smoking</p> <p>Healthy Eating and Hygiene</p> <p>Peer Group Pressure</p> <p>Social Justice – Rule Breaking, Stealing etc.</p> <p>Dealing with the loss of someone dear.</p> <p>Team work - collaboration.</p> <p>Revisit Global Money (alternatives Britishness, Friendships)</p> <p><i>Quality characteristic – one per half term.</i></p>	<p>Global warming – causes and effects.</p> <p>The dangers of smoking – why people smoke.</p> <p>Food hygiene and healthy food. Dangers of eating disorders and obesity.</p> <p>Different forms of peer group pressure. Positive and harmful influences.</p> <p>Developing and acting on their own judgement in the face of peer pressures</p> <p>The rules of social justice. Why we have rules. How we keep ourselves safe and respect other’s safety and property.</p> <p>The repercussions of breaking rules – dangers and discomforts.</p> <p>Emotions involved in bereavement. Strategies to deal with the loss of someone dear.</p> <p>Collaborative games – solving logical puzzles.</p>

UPPER SCHOOL: Year 6

Autumn Term		Spring Term		Summer Term	
Topics	Activities & Understanding	Topics	Activities & Understanding	Topics	Activities & Understanding
<p>Team Working – getting along with others</p> <p>Making Decisions.</p> <p>Diversity</p> <p>Self-Esteem – Believe in Yourself</p> <p>Anti-bullying - Friendship & Peer Pressure</p> <p>Rule Breaking</p> <p>Capital Punishment Debate</p> <p>Legal and Human Rights</p> <p>Road Safety Week</p> <p><i>Quality characteristic – one per half term</i></p>	<p>Team games – work out rules and how to play them fairly.</p> <p>Independence and making the right choices. Easier to follow the crowd?</p> <p>Diversity at school and in life. Do we see ourselves as other see us? Why it is fine to be different.</p> <p>Their own strengths and weaknesses. How to get support when you feel you are failing?</p> <p>Children put each other under pressure to do wrong. How do you feel/deal with that?</p> <p>Breaking rules – is there ever a right time? Rights and responsibilities; Breaking the law.</p> <p>What is meant by Capital Punishment. Is there ever a place for it?</p> <p>Legal and human rights; What does ‘human’ mean? Refugee misconceptions; child soldiers – do they have free will?</p> <p>Protecting children on the roads - Raising awareness among parents and local communities.</p>	<p>New year resolutions</p> <p>Study Skills/Revision Skills</p> <p>E – safety</p> <p>Cyberbullying; sexting</p> <p>Safe Walking & Keeping Safe</p> <p>Self Esteem & Body Image</p> <p>Manners</p> <p>Racism</p> <p>Disability</p> <p>Environmental Issues</p> <p>Global money week</p> <p><i>Quality characteristic – one per half term</i></p>	<p>New year resolutions – good idea? Should you always aspire to improve or just once a year?</p> <p>Different methods to improve study skills; Organising yourself.</p> <p>E-Safety – what does this mean. Why is it important?</p> <p>Cyberbullying, grooming & sexting</p> <p>Personal safety and walking to school. What to be aware of.</p> <p>Self-esteem and body image.</p> <p>People are different; feel positive about your body. Coping with the pressures of modern society.</p> <p>Racism comes in many forms; why it cannot be tolerated in our society.</p> <p>Different types of disabilities; how people are & should be treated.</p> <p>Improving the environment of the school and wider area; How can we make the school what we want it to be – cultural & physical.</p>	<p>Environmental Issues</p> <p>Drugs</p> <p>Stealing/Vandalism</p> <p>Cleanliness and Hygiene</p> <p>Dealing with Loss</p> <p>Using Leisure Time – Too Much TV?</p> <p>Preparing for Yr 7 and 8</p> <p>Revisit Global money (alternatives Britishness, friendships)</p> <p><i>Quality characteristic – one per half term</i></p>	<p>The environment - chief problems; how human behaviour affects it.</p> <p>Drug categories – legal, illegal, social, medicinal, recreational (inc glue). Dangers.</p> <p>How the use of drugs evolves – peer pressure, other pressures etc.</p> <p>Stealing and vandalism and its consequences. How it starts (drawing on desks, ‘borrowing’ things) and develops to more damaging (shop lifting, graffiti).</p> <p>Adolescence (body image, moods) and looking after your skin.</p> <p>Wide range of emotions likely to be experienced in a bereavement.</p> <p>How to use leisure time effectively? What is too much TV?</p> <p>Preparing for the senior part of school. Anxieties, hopes and aspirations, challenges. Who will be there to help?</p>