



# Stanah Primary School

## PSHE Policy

**April 2023**

### Intent

At Stanah Primary School, we aim to provide a range of opportunities for children to develop themselves in a well-balanced way, beyond the academic and to move from childhood to adolescence with support and guidance to encourage both an awareness of others and the growth of responsible independence. Through this, we believe children can develop the confidence, talents and skills to become effective individuals in order to become lifelong learners.

The intent of the PSHE curriculum is to prepare our children for their future by encouraging the development of characteristics for life such as a love of learning, resilience, integrity, team work, critical thinking and independence. We want to prepare them for the world of work and support them in developing enterprise skills and financial awareness. As a school we promote the use of 'Growth Mindset' and this, alongside our British Values underpin our PSHE curriculum.

This policy covers our school's approach to PSHE including the new statutory changes to Relationships Education and Health Education. This includes all non-statutory elements of PSHE including keeping safe, growing and changing, feelings and emotions, valuing difference, rights and responsibilities and taking care of the environment and money.

Physical Social Health Education and Relationships are combined to enable our children to develop their understanding of themselves and others in an age appropriate manner. The Health Education and Relationships Education aspects of PSHE are compulsory and the Department for Education guidance states that every child is guaranteed a PSHE education that covers mental health and wellbeing, physical health and learning about safe, healthy relationships.

At Stanah all children have a sex education that is tailored to the age and the physical and emotional maturity of the pupils. Our school is committed to promoting the health and wellbeing of all our children and of the whole school community, and fully recognise the important relationship between well-being and learning. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community.

Our intent is to offer opportunities that:-

- Help all children understand how to build healthy and positive relationships in an age appropriate way.
- Raise awareness of attitudes and values, developing personal and social skills and promoting knowledge and understanding
- Help children develop self-esteem, responsibility and the acquisition of understanding and attitudes which prepare children to develop caring, stable, healthy relationships.
- Developing sensitivity and understanding of the needs of others, loyalty and acceptance of responsibility.

### **Assessment**

Through PSHE lessons, children are continually being assessed through a range of questioning both from their class teacher and their peers. PSHE journals are marked in a different way to other subjects, read by the teacher, and a next step question could be asked where necessary or in means of an exit ticket. Children are given verbal feedback throughout the lesson along with self and peer feedback if necessary.

Children complete a baseline assessment at the start of each unit and half term, with a student self assessment grid completed once the unit has been delivered.

A summative assessment judgement will be made through end of year reports.

Children who are identified as not meeting ARE expectations. SEND, or children with social and emotional needs will be supported with the use of the PSED pivot scheme.

### **Implementation**

PSHE lessons are taught in blocks in a half termly basis and are all based on the 3 major themes that encompass statutory requirements. These are 'Relationships,' 'Living in the Wider World,' and 'Health and Wellbeing.' The children use the 1 decision scheme to use what they have learned throughout the lessons to make decisions on other children's behaviours. The children are always given reflection time during and after the lesson. Each Subject lead to monitor parental feedback. Each child has a PSHE journal that they are able to independently record any thoughts and feelings. If a class teacher feels it necessary to teach a PSHE lesson that is away from the tailored curriculum, this lesson will be recorded in individual journals at the teacher's discretion; no learning objective is required for stand-alone reflection lessons. An exit slip will be added to record topic discussed that is additional to the tailored curriculum.

### **Curriculum**

As a school we have chosen the '1 Decision' PSHE scheme which is developed in line with the PSHE association's programme of study. The 1 decision scheme provides our teachers and children with effective and enjoyable PSHE lesson and allows the children to make decision based on what they have learnt.

### **Teaching and Learning**

At Stanah, we use a range of teaching styles. We place an emphasis on active learning by including children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship e.g. charity fundraising, the planning of school special events such as an assembly, or involvement in an activity to help other individuals or groups less fortunate than themselves.

### Lessons

We teach PSHE and HRE through the National Curriculum and '1 decision resources' which explicitly promote social, emotional and behavioural skills with built in progression for each year group. In some instances, e.g. drugs education, we teach PSHE and HRE as a discreet subject, or through our science lessons.

We have updated our scheme of work so that we are in line with the new government guidelines. Staff follow a question based long term plan covering the three themes – Health and wellbeing, Relationships and Living in the wider world. Learning also links to the curriculum and whole school events such as World Kindness Day and NSPCC assembly which is evidenced on our Whole School Dojo page. Children learn through repetition and our curriculum will ensure that children are continuously learning and developing throughout the year. A long term plan has been created. Teachers will use their professional judgement when delivering the lessons based on their children's needs, but ensuring that a balanced curriculum is taught. We also develop PSHE and HRE through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters and arrange events. One child from each class are nominated by their peers and teachers and attend the council meetings.

We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer the children the opportunity to hear visiting speakers, such as health workers, police and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

Class teachers and other members of staff have the responsibility of teaching children positive social, emotional and spiritual skills through:

- Implementing the school's procedures for pastoral care, guidance and support.
- Responding to class / individual needs and issues, providing discreet sessions to promote pupils' personal and social development.
- Handling issues outside the classroom in a calm manner which encourages the children to reflect on their own behaviour. This will involve providing support and ideas in relation to solving problems independently.
- Modelling good practise in attitude, commitment and work ethic.

Our family support worker, Mandy Stephens will take children out on a 1:2:1/ small group basis to support children alongside their PSHE work.

Cross –curricular links will be made where appropriate such as in PE / Science – Healthy lifestyles, Drug Education and Sex and Relationships; History – Citizenship; Geography – links Sustainability with Citizenship and Relationships, ICT – keeping safe online.

### **SMSC:**

- SMSC is essential for children and young people's individual development, as well as the development of society as a whole. At Stanah we promote SMSC through all of our subjects. (See Appendix 1.)
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- Charitable events in school include:
  - Children in need
  - Comic relief
  - Harvest
  - Christmas (choice)
  - Mcmillian

**Additional visits:**

Nspcc

Bikeability

First aid – Y6

Fleetwood town – Healthy Heads character education programme, which facilitates learning at all age and ability levels through PSHE and PE. Children have the opportunity to progress through a programme of study that focuses on health and wellbeing and relationships to build character through value based learning.

Dentist

Eye tests

Height and weight checks - NHS

Dog trust – workshop with Dogs – aids personal development.

- At Stanah we believe in educating the whole child. We understand the importance of our children learning and practising life skills. Learning these skills will produce independent, self-sufficient children. At Stanah we understand the importance of our school within the local community. It is also important that the children at Stanah recognise the vital part the community plays in their lives. At Stanah we promote a '7 Super deeds by 7' and a '11 Super deeds by 11' scheme. (See appendix 2.)
  - At Stanah we ensure all pupils meet the requirements as stated by Statutory Health Education in 2020 – What pupils should know by the end of primary school. Areas of focus are:
    - Topic 1: Mental wellbeing
    - Internet safety and harms

- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body  
(See appendix 3. )

What is being taught?

The Progress of Skills document covers the skills being taught at Stanah. In addition to this, the Stanah School values are taught through in class and whole school assemblies.

Our PSHE and Healthy Relationships Education (including Sex Education) curriculum will teach the children about the following topics in both key stages.

- Relationships - Families and Friendships, Safe Relationships, Respecting ourselves and others
- Health and Wellbeing – Physical Health and Wellbeing. Growing and Changing, Keeping Safe
- Living in the Wider World – Belonging to a community, Media literacy and digital resilience, Money and Work

## **Teaching and Learning in Sex Education**

Pupils will be taught from an early age to understand human sexuality and to respect themselves and others. They will be given accurate information which will enable them to understand difference and help remove prejudice.

Traditional Christian marriage will be promoted as the fundamental building block for society and of family life and as the proper context for the nurture of children.

- Life-long human friendships will be discussed, and children will learn that they are an important gift and should be honoured and cherished.
- Develop and practice the personal and social skills necessary to make informed decisions in a range of social situations and settings.

- Safeguarding is of utmost importance and the scheme will ensure the safety of our children by teaching them about positive relationships with others.

It will be delivered through discreet teaching time and through the statutory programme of study for science in KS1 and 2. The scheme contains factual information that will be accurately and sensitively transmitted. A range of reference works, video and other visual material is used to provide variety and balance.

Boys and girls will be taught together except where there are particular reasons for their separations. The school considers it important for both sexes to begin the long endeavour to understand each other's needs.

The curriculum will be delivered through:-

- Cross curricular themes / topics
- Planned aspects of science
- PSHE lessons / activities
- Circle times
- Specific Sex Education lessons
- Class sessions
- Small group work
- Responding to individual children sensitively and as appropriate to their age and developmental stage
- Story time
- Assemblies
- Outside visitors eg school nurse, parents bringing baby to school

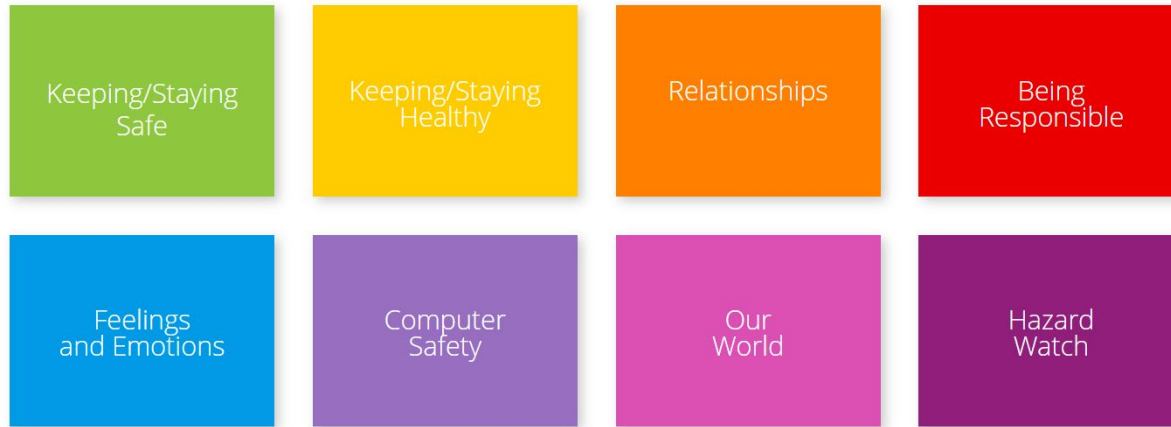
How is it being taught?

The PSHE Scheme of work uses the '1 decision modules' but has been adapted to fit the Stanah curriculum. Where possible the modules have been matched to the termly topics, however some units are stand alone.

Through our use of AfL, teachers may need to dip in and out of certain topics where needed and children are encouraged to use of their journal as and when they need to.

The modules are as follows:-

- For Years 1 – 3



- For Year 3-6

### Asking questions

We acknowledge that sensitive and potentially difficult issues will arise in PSHE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for PSHE. As a first principle, we answer questions relating to the taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader/ DSL. By not answering a question, it may become a safeguarding issue so we will aim to answer most asked.

Questions may be referred to parents/carers if it is not appropriate to answer them in school and the conversation recorded on CPOMS. We may use a question box or 'ask it basket' where questions may be asked anonymously and children are able to record any questions in their personal journal.

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

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

- staff will set the tone by speaking in a matter-of-fact way

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

## **Creating a safe and supportive learning environment**

At Stanah, we seek to provide a safe, secure learning environment for PSHE and HRE that enables children to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy, confident and successful adults. We ensure that members of staff are role models for positive interpersonal relationships.

Group agreements are negotiated in each class between the children, class teacher and teaching assistant at the beginning of the academic year and are used to create and maintain a safe learning environment for staff and pupils.

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support from adults that they can trust.

## **Inclusion**

The school will work to ensure that all pupils, including those with special educational needs and able, gifted and talented, are provided with appropriate support in their personal and social development. Through our teaching in PSHE and HRE, we provide learning opportunities that enable all children to make progress from their unique starting points. In order to achieve this, teachers will work to:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils
- Provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.
- Assess against the National Curriculum which allows us to consider each child's attainment and progress against age related expectations.



## **Equal Opportunities**

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils. It is the responsibility of all staff to ensure that all pupils, irrespective of gender, ability, race, nationality and social circumstance are supported in their personal and social development. This forms part of their learning to celebrate being a unique individual, in developing their sense of self.

## **Impact**

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching in PSHE and HRE. The subject leader supports colleagues in the teaching of all aspects of PSHE by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in school. Resources used will be evaluated for their usefulness and effectiveness by staff delivering the programme. Feedback will also be taken from the children about their views of what is currently being taught in order to inform future planning in the form of pupil interviews, questionnaires, written reports etc. Pupils will also have the opportunity to review and reflect on their learning during lessons. Work may be recorded in the class PSHE books and class scrapbooks.

We keep records of the contribution to the life of the school and community in photograph form. Our Superstar assembly celebrates personal achievement and rewards by displaying the Stanah values. The children's own personal journal celebrates their achievements but is also a way for the children to communicate any worries that they have. These are assessed regularly by the class teacher and any concerns are acted upon.

## **Working with Parents / Carers**

We are committed to working with parents and carers. We will always be available to offer support and will communicate via Class Dojo, school newsletters, school website and Parent's Evenings. Parents may also be signposted to other agencies who may be able to offer support or additional resources. Parents will be informed about the policy on the school website along with a long term overview of the curriculum showing the topics to be taught.

## **Right of withdrawal**

Parents have the right to withdraw their child from any part of the Sex Education programme except for those parts which are required by the National Curriculum science orders. Science includes aspects of human development. They may not withdraw their child from any part of the HRE curriculum.

We ask that any parents who are considering this action to meet with Mrs Thompson (subject leader) first to discuss what such a decision may involve for their child, and to be aware that although a child may be withdrawn from a lesson they will still be with their peers at other times of the day and

conversations cannot be monitored. Content will be shared with the parents and an explanation of the consequences of withdrawal including the 'right to be taught two terms prior to being 16' offered on a 1:1 basis at high-school.

## **Responsibility for the implementation of this policy**

The Subject Leader at Stanah is responsible for improving the standards of teaching and learning in PSHE including HRE and Sex Education.

The Subject Leader will:

- Monitor and evaluate the subject through pupil interviews, planning scrutiny and work scrutiny. This will follow the school monitoring timetable.
- Take the lead in policy development
- Audit and supporting colleagues in their CPD
- Purchase and organise resources
- Keep up to date with recent curricular developments
- Ensure that Parents / Carers are kept up to date with policy changes and curriculum content

## **The Governing Body**

Regular reports are made to the governors on the progress of pupils in PSHE including HRE and Sex Education.

This policy will be reviewed yearly or in the light of changes to legal requirements.

**Signed:** SLJDempsey/ J Thompson

**Date written:** 14.7.20

**Date reviewed** 12.04.23

## Appendices

Appendix 1:

SMSC:

<b>Subject</b>	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
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<p><b>Maths and Numeracy</b></p>	<p>By making connections between pupils' numeracy skills and real life; for example, pie charts could compare how a child in Africa spends her day with how children in the UK spend their time.</p> <p>By considering pattern, order, symmetry and scale both manmade and in the natural world</p>	<p>By engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people?</p> <p>By reflecting on data that has moral and ethical implications; for example pupils might consider the difference in amounts of money spent on non-essentials compared with food aid/water aid</p>	<p>By the sharing of resources within the classroom, the negotiating of responses and group problem solving</p> <p>By analysing social data e.g. on health care, poverty, bullying</p>	<p>By asking questions about the history of maths: for example, 'What do the Egyptians, Greeks and Indians discover that we still use in maths today?'</p>
<p><b>English and Literacy</b></p>	<p>We promote <i>spiritual</i> development</p>	<p>We promote <i>moral</i> development</p>	<p>We promote <i>social</i> development</p>	<p>We promote <i>cultural</i> development</p>

	<p>In responding to a poem, story or text; pupils can be asked 'I wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?'</p> <p>By appreciating the beauty of language</p>	<p>By exploring stimulus for thinking about the consequences of right and wrong behavior; pupils can speculate and apply their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills.</p> <p>By considering different perspectives.</p>	<p>By supporting conceptual and language development through an understanding of and debates about social issues</p> <p>By providing opportunities for talk in a range of settings</p>	<p>By pupils telling stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell'</p> <p>By providing opportunities for pupils to engage with texts from different cultures</p>
<b>Science</b>	We promote <b>spiritual</b> development	We promote <b>moral</b> development	We promote <b>social</b> development	We promote <b>cultural</b> development
	<p>By demonstrating openness to the fact that some answers cannot be provided by Science.</p> <p>By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment.</p> <p>By using tools such as Star Walk which allow pupils to plot the stars in relation to their</p>	<p>By offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place.</p> <p>By considering that not all developments have been good because they have caused harm to the environment and to people.</p> <p>By encouraging pupils to speculate about how science</p>	<p>By using opportunities during Science lessons to explain how to keep other people safe and how they might protect a younger or vulnerable young person.</p> <p>By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes</p>	<p>By asking questions about the ways in which scientific discoveries from around the world have affected our lives. There is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions</p>

	location and open up questions about the size of the universe and how it might have been formed	can be used both for good and evil.		
<b>MFL (Modern Languages)</b>	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	By exploring the beauty of languages from around the world  By exploring the way language is constructed	By helping pupils to have an accurate and truthful understanding of another culture	By learning the skill of communicating in different ways  By exploring different social conventions e.g. forms of address	By appreciating the language and customs of others  By exploring the literature and culture of other countries  By taking part in exchange visits or cultural occasions
<b>History</b>	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	By considering how things would be different if the course of events had been different; for example what difference would it have made if the Normans had not been successful in 1066?	By exploring the results of right and wrong behaviour in the past  By considering some of the characteristics of people who have had a bad influence and caused suffering to	By giving the trigger for discussions about how groups and communities organised themselves in the past.  By considering questions about social structure in the past.; for example, What	By exploring local history and under researched history and history around us  By investigating how culture is shaped by history, exploring the 'cultural heritage' and in particular the Christian

	<p>By looking at local history and investigating the reasons why there is a landmark, building or museum.</p> <p>By speculating about how we mark important events from history and the people who shaped them.</p>	<p>others. What have others done to stop injustice? Are there examples from their own local area?</p> <p>By going beyond the facts and asking pupils to make hypotheses and pose questions such as 'what if...?' 'what would have turned a tragedy into a triumph?'</p>	<p>might pupils say about the rights of children in earlier times? Is it important that society looks after young children? Are there people who still don't get a fair deal?</p> <p>By encouraging pupils to talk to their parents and grandparents; for example, when learning about World War Two</p>	<p>influence on British culture.</p> <p>By taking pupils on visits to heritage sites</p>
<b>Geography</b>	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	<p>By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world.</p> <p>By making links with history when exploring the environment and speculating on why the landscape is as it is.</p> <p>By comparing their lives with pupils living in other countries or other part of the UK, possibly through a schools linking programme</p>	<p>By considering how people treat the environment; posing questions such as, 'How are we changing our surroundings – are some things for the better and others for the worse?' Who benefits and who suffers? What should be our personal response to these? Who should look after our environment?</p> <p>By working towards an EcoSchool status</p>	<p>By providing positive and effective links with the wider community, both locally and through linking with other schools with different demographics both in the UK and globally</p> <p>By considering social responsibility e.g care for the environment, impact of traffic on the local area, tourism</p>	<p>By making links with other countries through schools linking and cultural themed days.</p> <p>By exploring links through the British Council and European Union.</p> <p>By exploring cultures that have had, and still have an impact on the local area.</p>

	www.schoolslinkingnetwork.or g.uk or www.epals.com or through contacts with a different Diocese.			
<b>RE</b>	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	<p>By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews</p> <p>By asking and responding to questions of meaning and purpose</p> <p>By considering questions about God and evaluating truth claims</p> <p>By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life</p>	<p>By exploring morality including rules, teachings and commands such as The Golden Rule, the ten commandments, the sayings (hadith) of Muhammad,</p> <p>By investigating the importance of service to others in Sikhism, Hinduism and Buddhism</p> <p>By exploring religious perspectives and responses to evil and suffering in the world</p> <p>By asking questions about the purpose and meaning of reconciliation and salvation e.g exploring Yom Kippur, Christian salvation story</p>	<p>By exploring the qualities which are valued by a civilised society – thoughtfulness, honesty, respect for difference, independence and interdependence</p> <p>By asking questions about the social impact of religion</p>	<p>By exploring similarities and differences between faiths and cultures</p> <p>By learning about UK saints and those to which their school might be named after</p> <p>By engaging with text, artefacts and other sources from different cultures and religious backgrounds</p>



		provided by Norwich Diocese		
<b>PSHE/Circle Time</b>	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	<p>By developing awareness of and responding to others' needs and wants</p> <p>By exploring meaning and purpose for individuals and society</p> <p>By developing resilience and inner strength</p>	<p>By exploring what is right and wrong and to work out what we need to do in this particular community to make sure everyone thrives.</p> <p>By making explicit links to the school's distinctive ethos.</p>	<p>By helping pupils to engage in a democratic process for agreeing the rules for community life.</p> <p>By creating opportunities for pupils to exercise leadership and responsibility; pupils might be asked 'Why do we think this important?' 'What could we do about it?' 'Who would like to take it further?'</p>	By exploring how different cultures can offer great insights into how we lead our lives
<b>Art and Design</b>	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey.	<p>By exploring how emotions and inner feelings are expressed through painting, sculpture and architecture.</p> <p>By responses to and use of visual images to evoke a range of emotions</p>	<p>By sharing of resources.</p> <p>By exploring social conflict and resolution.</p> <p>By exploring art as a powerful social tool e.g. in advertising, in representing particular groups</p>	<p>By experiencing a wide range of creative media from around the world.</p> <p>By working towards the 'ArtsMark' award.</p> <p>By developing aesthetic and critical awareness</p>

	<p>By allowing pupils to show what they know through their own expression of big ideas about life e.g. morality, ethical issues.</p> <p>By promoting the process of 'reviewing and evaluating'</p>			
<b>Music</b>	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	<p>By allowing pupils to show their delight and curiosity increasing their own sounds.</p> <p>By making links between their learning in literacy (or other curriculum area) with music being played as background</p> <p>By considering how music makes one feel and can 'move us' deeply</p>	<p>By exploring how music can convey human emotions such as sadness, joy, anger...</p> <p>By appreciating the self-discipline required to learn a musical instrument</p>	<p>By exploring how an orchestra works together</p> <p>By discussing what would happen if musicians in a band/group didn't co-operate</p> <p>By appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax</p>	<p>By giving all pupils an opportunity to learn a musical instrument and to take part regularly in singing.</p> <p>By encouraging pupils to listen and respond to traditions from around the world.</p> <p>By appreciating musical expression from different times and places</p>
<b>Drama</b>	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development

	By allowing for insight, self- expression and the chance to walk in someone else's shoes.	By expressing what it feels like to be wronged and what remedies might make things better for the injured	By exploring similarities and differences and how respect for others can be expressed.  By building self- esteem and encouraging self worth	By taking different roles from other backgrounds  By using different dramatic conventions to encourage empathy
<b>Design and Technology</b>	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	By enjoying and celebrating personal creativity  By reviewing and evaluating created things	By raising questions about the effect of technological change on human life and the world around them	By exploring dilemmas that individuals may face and developing practical solutions to these problems	By considering cultural influences on design  By asking questions about functionality v aesthetics
<b>ICT</b>	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	By wondering at the power of the digital age e.g. use of the internet  By understanding the advantages and limitations of ICT  By using the internet as a	By exploring the moral issues surrounding the use of data  By considering the benefits and potential dangers of the internet – eg campaigns for charities and injustice as a force for good. Cyber bullying	By links through digital media services with other schools and communities By highlighting ways to stay safe when using on line services and social media  By being prepared to work with technology to forge new	By exploring human achievements and creativity in relation to worldwide communications  By developing a sense of awe and wonder at human ingenuity

	gateway to big life issues	as a danger.  By considering the vision of those involved in developing the web	relationships  By discussing the impact of ICT on the ways people communicate	
<b>PE</b>	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	<p>By delighting in movement, particularly when pupils are able to show spontaneity</p> <p>By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative.</p> <p>By being aware of one's own strengths and limitations</p>	<p>By discussing fair play and the value of team work.</p> <p>By developing qualities of self-discipline, commitment and perseverance</p> <p>By developing positive sporting behaviour</p>	<p>By developing a sense of belonging and self esteem through team work</p> <p>By developing a sense of community identity through taking part in inter school events</p>	<p>By learning about the history of sport, and where they originate from</p> <p>By making links with national and global sporting events such as the World Cup and the Olympics</p> <p>By exploring rituals surrounding sporting activities</p>

Appendix 2:

7 Super deeds by 7 – Can you achieve at least seven of these super deeds before you are 7?

Super Deed	Date achieved
Do a good deed for a member of the local community (EG- sweep up leaves, clean a car, walk their dog).	
Attend a community event (EG – Thornton light switch on, Remembrance day parade).	
Attend a community Eco event ( EG – beach clean, litter pick, bulb planting).	
Contribute to a charitable event organised by school (EG – Rotary shoeboxes, Street Life collection).	
Organise a charity event (EG – table top sale, cake sale, sponsored swim).	
Attend an extracurricular club.	
Entered a competition at school. (EG competition set by the School Council).	
Take part in an activity to improve your health and fitness	
Care for a living thing for at a week. (A pet or a plant).	

11 Super Deeds by 11 – Can you achieve at least eleven of these super deeds by the time you are 11?

Super Deeds	Date achieved
Thread a needle using a needle threader.	
Thread a needle without using a needle threader and sew on a button.	
Tie own shoe laces and fasten own coat.	
Bake biscuits with minimal help.	
Bake a cake with minimal help.	
Care for a living thing for at a month.	
Help prepare and cook a family meal (EG Collect ingredients, peel veg etc).	
Do a good deed for a member of the local community (EG- sweep up leaves, clean a car, walk their dog).	
Attend a community event (EG – Thornton light switch on, Remembrance day parade).	

Represent the school at a sporting event (EG – football, netball, athletics, swimming events).	
Attend a community Eco event ( EG – beach clean, litter pick, bulb planting).	
Applied for a position of responsibility at school (EG – school council, PALS, Guardians)	
Contribute to a charitable event (EG – Rotary shoeboxes, Street Life collection).	
Organise a charity event (EG – table top sale, cake sale, sponsored swim).	
Represent the school at a performing arts event.	
Attend an extracurricular club.	
Entered a competition at school. (EG Veg power competition set by the School Council).	
Take part in an activity to improve your health and fitness.	
Read at least 5 books from the KS2 recommended reading list.	
Read at least 10 books from the KS2 recommended reading list.	

## **Statutory Health Education (from September 2020)**

### **What pupils should know by the end of primary school:**

#### **Topic 1: Mental wellbeing**

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- 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.
- 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.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- 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).
- it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible.

#### **Topic 2: Internet safety and harms**

- that for most people the internet is an integral part of life and has many benefits.

- 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
- 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.
- why social media, some computer games and online gaming, for example, are age restricted.
- 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.
- where and how to report concerns and get support with issues online.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

### **Topic 3: Physical health and fitness**

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this, for example a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

### **Topic 4: Healthy eating**

- what constitutes a healthy diet (including understanding calories, and nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity) and other behaviours (e.g. the impact of alcohol on diet or health).

### **Topic 5: Drugs, alcohol and tobacco**

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.



**Topic 6: Health and prevention**

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene, including visits to the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

**Topic 7: Basic first aid**

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

**Topic 8: Changing adolescent body**

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.