



Thameside Primary School: PSCHE Guidelines

Approved by Governors: June 2025

Review date: June 2028



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Policy reviewed by:	Ingrid Burton
Key Changes:	<ul style="list-style-type: none"> • Addition of appendix 3 – Whole School Overview • The rest of the policy remains fit for purpose



Rights Respecting Schools

Thameside Primary School is a Rights Respecting School. School policies will respect the UN Convention on the rights of the child. The PSCHÉ policy links to

Article 12: Children have the right to say what they think should happen and have their opinions taken into account.

Article 29: Education should develop each child's personality and talents to the full. It should encourage children to respect others' human rights and their own and other cultures.

THE LEGAL POSITION

PSCHÉ education is currently a non-statutory subject on the school curriculum, though section 2.5 of the national curriculum states that all state schools 'should make provision for personal, social, health and economic education (PSCHÉ). The Department for Education (DfE) consider PSCHÉ education '**an important and necessary part of all pupils'** education. However, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017 made the teaching of Health Education and Relationships Education compulsory in primary schools. Sex Education continues to be non-statutory in primary schools – please refer to the Relationships and Sex Education policy for more information.

AIMS OF PSCHÉ

Through our PSCHÉ curriculum we aim to promote the following dimensions of personal development:

- developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation
- developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society
- developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- enabling pupils to recognise online and offline risks to their well-being and making them aware of the support available to them
- enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media
- developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities



- developing pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education
- supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully

(Taken from https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook?fbclid=IwAR2zOTcqq00z3lwiywIkSXGP_ZZj65bSaw--0Tii0FGHEXM1sfM8BJJVDbA#personal-development)

In addition, we also have the following aims for our PSCH curriculum:

- Enable pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood.
- nurture and support the spiritual, moral, social and cultural (SMSC) development in young children
- build self-esteem, resilience and empathy
- tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils

PLANNING AND DELIVERY

The PSCH working party has created a bespoke scheme of work for each year group that is based on 5 Keys to Happiness, as identified in the 'Insideout Toolkit'. These are:

- Introduction to the 5 Keys (Autumn 1)
- Look Inside (Autumn 2)
- Move Outside (Spring 1)
- Healthy me (Spring 2)
- Be Kind (Summer 1)
- Share More (Including RSE) (Summer 2)

Through each key, children are given the opportunity to explore topics such as:

- Drug education
- Financial education
- Relationship and sex education (RSE)
- Importance of physical activity and diet
- Mental health

For a full breakdown of the objectives that we have a statutory requirement to deliver, please see appendix 1.

Each topic has been devised in such a way that the learning skills for each year group are progressive and age appropriate. Planning is updated by class teachers on a half-termly basis to ensure resources and activities are up-to-date, and relevant for the cohort.

Cross Curricular links and British Values

Links are made with PSCH in other curriculum areas as appropriate e.g. R.E., P.E., science, and in topic planning. As well as this, at Thameside we see PSCH lessons as an excellent opportunity to promote British Values where we explore



'values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs'.

TEACHING, LEARNING AND ACHIEVEMENT

Each PSCHÉ lesson is supported by an activity related to one of the 5 Keys of Happiness from the Insideout Toolkit and a range of teaching strategies will be used as appropriate. These may include: circle time, role-play, discussion (whole class, small group, 1:1), assemblies, visitors (e.g. PCSOs, Fire Brigade, School Health Advisor etc.), stories (e.g. exploring behaviour of characters), creative activities, pupil-initiated activities.

Each PSCHÉ topic is supported through regular whole school assemblies, class assemblies and the elected school council, peer mediators and eco-council are all actively involved in promoting various PSCHÉ issues.

PROMOTING FUNDAMENTAL BRITISH VALUES

We ensure that the fundamental British values are strongly embedded and promoted through our school vision statement, our development of SMSC, our community values (see appendix 2), our PSCHÉ whole-school approach and through everyday aspects of school life.

ASSESSMENT

Children's understanding, knowledge and skills are assessed through observation, discussion and questioning and participation in groups. When making judgements on attainment, teachers should use the school assessment tracker. Children will also be involved in self-assessment e.g. talking about their own experiences, through presentation of own work and in special assemblies celebrating achievement. Summative assessment will take place termly through task-based activities, with teachers making judgements on children's understanding of content and how well they can demonstrate their learning in wider school life.

Children will be rewarded in line with school policy e.g. praise linked to achievement and values (see appendix 2), showing work to other teachers, classes and headteacher, certificate cards being given out in Key Stage singing assemblies, positive text home.

EQUAL OPPORTUNITIES

Provision for PSCHÉ is in line with all of our policies. All children have equal access to the PSCHÉ curriculum and developmentally appropriate materials (including adapted lessons for children in the Rainbow Room). Resources etc. are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes. These are monitored annually to ensure sensitivity.

PARENTAL AND COMMUNITY INVOLVEMENT

Parents are invited to join in events in school, including class assemblies and workshops on relevant themes. Parents are regularly informed of events and developments in weekly newsletters from the Headteacher and termly newsletters from phase leaders.

Working with parents is a vital part of the whole school approach to PSCHÉ. Aspects of it are included in our home – school agreement.

Thameside has good links with local businesses and councillors, for example, many local businesses support our Aspiration Afternoon where children have the opportunity to learn about different jobs within the community. We



involve outside agencies e.g. School Health Advisors, School Police liaison officer, dental health advisors etc. as much as possible to deliver aspects of the curriculum (see visitor guidelines). These are highlighted in our scheme of work for PSCHCE.

This school believes that partnership with parents and the community enables us to receive specialist support and information to plan the best possible PSHCE curriculum for our children.

SAFEGUARDING

Adults working in school must be aware that sometimes allegations may be made during PSHCE lessons (as well as other lessons); in which case the school's safeguarding procedures must be followed immediately (*please refer to the safeguarding policy*)

MONITORING AND EVALUATION

The PSCHCE Coordinator works closely with the Headteacher, Deputy Headteacher and other SLT to ensure that our aims are being met. Staff audits, and learning walks, including photographs and questioning of children, will be collected by the PSCHCE coordinator. Pupil views will also be sought.

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Written in conjunction with:

**Safeguarding policy
Behaviour guidelines**

Relationship and Sex Education guidelines

**Drug Education Guidelines
Insideout Toolkit**



Appendix 1 – Health Education and Relationship Education statutory requirements

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 importance of rest, 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 be resolved if the right support is made available, especially if accessed early enough.
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.
	how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
	where and how to report concerns and get support with issues online.
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 walking or cycling to school, 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.
Healthy eating	what constitutes a healthy diet (including understanding calories and other 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 tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).



Drugs, alcohol and tobacco	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
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 and dental flossing, including regular check-ups at the dentist.
	about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
	the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	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.
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.
Families and people who care for me	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. (<i>Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</i>)
	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	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	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	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	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.








Appendix 2 – Our Community Values

Core value	Associated behaviour
Belonging	<ul style="list-style-type: none"> We will respect ourselves, each other, our belongings, the environment and authority We will take pride in our school, our work through the effort we put in, our uniform and PE kit and our achievements We will volunteer in and out of school We will co-operate with others and work as a team We will be tolerant of others
Resilience	<ul style="list-style-type: none"> We will show determination We will keep trying and not give up We will try to find solutions to problems We will be able to resolve conflict with our classmates We will try to help ourselves before we ask an adult
Assurance (confidence)	<ul style="list-style-type: none"> We will have a go at things even if we find them difficult We will be able to control our emotions and express them effectively We will communicate through our writing, our speaking and through ICT effectively and responsibly with our friends, teachers, visitors and others that we meet We will look forward to the next stage of our education We will participate in all areas of school life
Independence	<ul style="list-style-type: none"> We will try to help ourselves before we ask an adult We will be productive We will look after our belongings We will be able to make decisions We will be curious We will concentrate
Integrity	<ul style="list-style-type: none"> We will be honest and tell the truth We will do the right thing – even when it is hard We will make good choices We will earn people’s trust We will know right from wrong We will know when it is right to tell an adult
No limits (aspiration and ambition)	<ul style="list-style-type: none"> We will keep improving We will enjoy our learning We will use our imagination We will know what we can achieve We will have ambition and aspiration We will be ready for the next stage of our education We will be the best we can be

Note: the **red behaviours** are also the characteristics of good learning (Shirley Clarke)






School Overview



Foundation Stage					
5 KEYS Term 1	 Look inside Term 2	 Move outside Term 3	 Be curious Term 4	 Be kind Term 5	 Share more Term 6
To understand there are different types of touch and be confident to say which ones I like and which ones I don't like	To understand that we are all different but have things in common.	To know that moving more keeps me healthy	To know the benefits of being curious.	To understand the importance of being kind.	To identify the value in sharing with others
To understand consent	To talk about how I am feeling	To understand that sleep is important to keep us healthy	To know who we can go to for help	To identify emotions.	To share about your family
To like the ways we are all different	To begin learn how to control our feelings	To know that we need to eat a variety of foods to be healthy	To understand the importance of staying safe in the sun.	To understand what friendship is	To learn about different families (& pride month)
To take turns in a group game & work with other children	To know how to be a kind friend	To understand the effect of sugar on our teeth	To know the rules when crossing the road	To understand what conflict is and how to solve it.	To identify the changes your body goes through
I like the ways we are all different and can tell you something special about me	To know some of the things I am good at	To understand the importance of personal hygiene.	To know how to stay safe near water.	To identify what makes us different	To learn about the different body parts we have.
I know that everybody in the world has feeling	To know my normal	To understand the impact of exercise on our bodies.	To understand who are strangers and how to stay safe near unfamiliar people.		To understand the importance of respecting our bodies.
	To understand how we are different (gender)	To understand why exercise is important to stay healthy.			To talk about upcoming changes in our lives.








Year 1

5 KEYS Term 1	 Look inside Term 2	 Move outside Term 3	 Be curious Term 4	 Be kind Term 5	 Share more Term 6
To understand consent To understand there are different types of touch and be confident to say which ones I like and which ones I don't like	To talk about myself and identify things that I like.	To know how to be healthy (healthy living and eating)	To identify members of my family and to understand there are lots of different types of families	I know the people who are important to me. I can tell when I feel cared for.	To know that there are different types of family
To understand what it means to self-reflect	To identify ways that I am different to those in my class.	To understand how medicines can help you when you are poorly	To know who/what a stranger is	To think about how to be a good friend to someone on the autism spectrum	To identify things about me that have changed To know how our bodies have changed since we were babies (Please link to animal life cycles)
To see things from someone else's point of view.	To understand that it is ok to be different	To identify what we need to keep healthy	To know how to keep safe when crossing the road.	To recognise my qualities as a friend.	To identify parts of the body that make boys different to girls. To use the correct names for girl's and boy's parts of the body. To understand which parts of your body are private.
To know what helps us to learn well. To identify ways that we can improve our learning	To know that it is ok to be different to your friends. To know that people speak different languages.	To understand what mental health is	To know how to stay safe around water	To know what being kind means.	To identify changes that worry us. To know some ways to cope with changes
To understand my rights and responsibilities within our class. To know how to make my class a safe place for everyone to learn well.	To understand that some people have disabilities.	To recognize different feelings	To know how to stay safe when using technology	I can tell you what being a good friend means to me.	To share information about myself. To identify things I have learnt
To recognise how it feels to be proud of an achievement. To know my views are valued.	To know that different religions have different celebrations in the winter	To know how to cope with the way scary things make us feel.		To know what is meant by conflict and how to work together to solve it	
<u>Anti-racism lesson:</u> I know the people in my class are all different					



Year 2






5 KEYS Term 1	 Look inside Term 2	 Move outside Term 3	 Be curious Term 4	 Be kind Term 5	 Share more Term 6
To understand consent To understand there are different types of touch and be confident to say which ones I like and which ones I don't like	What makes me, me?	To know what is needed to keep fit and healthy.	To know that everyone's family are different but just as important to them	What is the value of kindness?	To understand what an identity is
To know what I have to do to myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair	What does gender equality mean?	To understand the importance of relaxation	To understand that there are different forms of physical contact in families and recognise what is acceptable and what is not.	To know what being kind means (on and off-line)	To know that things change. To know there are changes outside my control and know how I feel about it. To know about the natural process of growing from young to old and understand this is not under my control. To feel proud about becoming more independent
To know the importance of mindfulness To develop a positive outlook	What does stereotyping mean?	To know what we eat affects our health (physical and mental)	To recognise and appreciate people who help me in my family, my school and my wider community.	To know what it means to be a good friend both on and off line	To appreciate ways we are all similar and different
To know it is ok to have worries and fears and how to manage them.	To understand and celebrate our differences (SEND)	To understand the effect exercise has on our body	To know that sometimes it's good to keep a secret and sometimes it is better to share the secret.	To know what is meant by conflict and how to work together to solve it	To know that different people have different bodies
To recognise that choices have consequences. I understand that people have to make hard choices and sometimes they have no choice	To realise that bullying is often a result of differences	To know why it is important to maintain good personal hygiene	To know the importance of keeping safe on the internet.	To understand the importance of being kind to ourselves	To understand there are different types of touch and be confident to say which ones I like and which ones I don't like
To increase pupils' awareness of career/work opportunities	<u>Anti-racism lesson</u> To know what it feels like to be discriminated against based on appearance.	To know why we may need medicine To recognise the importance of using medicines safely	To understand the importance of and how to stay safe in the wider community ie: roads/canal etc.		To identify what I am looking forward to when I go to Year 3

	To use formal language such as anti-racism and what those words mean in action.				
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Year 3

 5 KEYS Term 1	 Look inside Term 2	 Move outside Term 3	 Be curious Term 4	 Be kind Term 5	 Share more Term 6
To revisit consent, safe touch, worry box & people in the school who are here to keep us safe.	To talk about yourself	To understand how exercise affects the body and know why my heart and lungs are such important organs.	To identify strategies for keeping ourselves safe.	To understand what it means to 'be kind' To identify and put into practice some of the skills of friendship	To understand that everyone has different identities
To get to know our new class	To identify what makes people different (families)	To understand the importance of exercise for our mental and physical health.	To understand that some people have allergies and how to keep people safe	To explore the feelings associated with conflict and how they affect our behaviour.	To recognise that there are different types of families To understand that marriage represents a formal and legally recognized commitment of two people
To be safe online	To identify what makes people different (SEND)	To develop an understanding of what drugs are.	To know who to ask for help if worried.	To understand ways of responding to conflict that will bring about a positive outcome for both parties.	To understand that peoples bodies need to change so that when they grow up their bodies can make babies. Identify how people's bodies change on the outside during growing up
To understand what it means to have a growth mindset.	To know what stereotypes are (gender)	To represent emotions/ small feelings in different ways	To identify things, people and places that I need to keep safe from. To develop strategies for keeping safe.	To understand how my needs and rights are shared by children around the world and to identify how our lives may be different. To empathise with children whose lives are different to mine and appreciate what I may learn from them. To understand that autistic people see the world differently	To identify how peoples bodies change on the inside during the growing up process. To understand that these changes are necessary so that their bodies are able to make babies when they grow up.
To learn how to face new challenges positively	To understand different cultures can make us different.	To know who are trusted adults and how to ask them for help and support	To know how to be safe at home	To know how to express my appreciation to my friends and family	To reflect on what I have enjoyed about being in Year 3. To identify what I am looking forward to in Year 4.
To understand why rules are needed and how they relate to our rights and responsibilities	<u>Anti-racism lesson:</u> Pupils learn about valuing the similarities and differences between themselves and other	To understand how complex the human body is and how important it is to take care of it	To understand how to stay safe around water.	To understand what bullying is and the different types of bullying behaviour	
	To know your normal.		To understand how to stay safe by the railway.		



Year 4					
5 KEYS Term 1	 Look inside Term 2	 Move outside Term 3	 Be curious Term 4	 Be kind Term 5	 Share more Term 6
To revisit consent, safe touch, worry box & people in the school who are here to keep us safe. To be safe online	To understand how we can sometimes make assumptions about people based on how they look (gender)	To investigate our emotions and how we deal with them.	To understand how to stay safe online	To understand what makes a good friend	To understand that everyone has different identities To know how to support people with different identities
To know that children have rights To understand the school values To understand 'growth mindset' To identify what will help me learn	To try and accept people for who they are.	To understand the role I take in different situations To recognise changing dynamics in different groups	I can identify relationships that are special to me.	To explore how uncomfortable feelings and actions associated with conflict can stop the cause of the conflict being identified	To celebrate people with different families in our school To help create a welcoming and supportive school for all people
To understand my attitudes and actions can make a difference to the team	To understand what influences me when making assumptions based on how people look (age)	To understand facts about smoking and the effects on health To understand the reasons why some people smoke	To know how it feels to have a range of relationships	To understand the need to keep calm when in conflict. To understand ways of using a conflict blocker to show you are ready to deal with the problem	To understand what is needed to make a baby To identify the male and female parts of the body that are needed to make a baby To understand that to have a baby is a personal choice
To understand who is in my school community and the roles they play. To understand how I fit into the school community	To identify what is special about me and ways in which I am unique	To understand facts about alcohol and some of the effects on health To understand why some people drink alcohol	To understand how to stay safe in the community	To know how to be an upstander	To understand how a girl's body changes for her to be able to have a baby To understand that menstruation is a natural process To know that I have strategies to help cope with changes in puberty.
To increase pupils' awareness of career/work opportunities	To like and respect the unique features of my physical appearance.	To understand when people are putting me under pressure and some of the ways I can resist them	To know how to stay safe by water	To know how most people feel when they lose someone or something they love To know how to show someone close that they are special To understand that we can remember people even if we no longer see them.	To feel confident to cope with changes that happen To understand the stages of change and apply this to changes in life.
To understand how groups make decisions To understand how to contribute to the overall outcome	To understand the importance of being open-minded To understand that everyone has a right to their own beliefs	To understand myself well enough to have a clear picture of what is right and wrong	To know how to be safe using roads	To look at similarities and differences between people. To think about how to be a good friend to someone on the autistic spectrum.	To identify changes that are out of my control To learn to accept changes To identify positive elements of change

	To understand how to deal with bullying	To understand that everyone is different and that people change over time		To have some understanding about what autism is. To understand how autistic people see the world differently.	
	<u>Anti racism lesson:</u> To understand what systemic racism is and the impact it has.				









Year 5

5 KEYS Term 1	 Term 2	 Term 3	 Term 4	 Term 5	 Term 6
To revisit consent, safe touch, worry box & people in the school who are here to keep us safe.	To understand what makes me, me.	To understand the risks of taking drugs	To identify ways to keep safe (including sun safety)	To recognise conflict	To understand that everyone has different identities (gender)
To understand how to stay safe when using technology.	To celebrate differences. To understand about SEND and EAL.	To understand the risks of smoking	To know how to stay safe around water	To know how to communicate effectively to manage conflict.	To understand the terms trans, non-binary and cis To understand the use of pronouns
To identify and set personal goals. To understand the term 'growth mindset'.	<u>Two anti-racism lessons on:</u> I can learn about stereotyping, including gender stereotyping. I know that stereotypes exist for different groups and I can explain what is meant by the word 'stereotype.' I can identify stereotypes as presented in the media and the wider world.	To understand the effects of alcohol on the body CLICK TO USE PRIMARY RESOURCE PACKS	To understand the danger of railways	To understand that it is normal to be upset.	To understand how relationships change as we age.
To recognise how friendships change and how to manage fall outs.	To recognise that different things e.g. festivals are important to different cultures.	To recognise the dangers of an eating disorder.	To know how to stay safe when using technology	To understand what self-esteem is.	To understand what happens to our bodies during puberty.
To understand what bullying is and how to stop it	To recognise that different things e.g. festivals are important to different cultures.	To understand what affects our body image	To understand feelings of being attracted to someone	To identify the different between equity and equality To know about the equality act and the protected characteristics	To identify positive elements of change.
To increase pupils' understanding of the link between education, qualifications, skills and work opportunities	To know my normal	To know basic emergency aid procedures.		Revisit: I know why stereotyping is harmful.	To discuss their feelings about secrets and friendship in a class group.



Year 6

 5 KEYS Term 1	 Look inside Term 2	 Move outside Term 3	 Be curious Term 4	 Be kind Term 5	 Share more Term 6
<p>To revisit consent, safe touch, worry box & people in the school who are here to keep us safe</p> <p>To identify and set personal goals</p>	<p>To understand what 'character' means and begin to explore your own character</p>	<p>To recognise the importance of giving our bodies the best combination of food for physical and emotional health</p>	<p>To identify ways to keep safe</p>	<p>To recognise how to be kind to yourself (stress management)</p>	<p>To consider your own identity</p> <p>To understand what pride means</p>
<p>To understand the term respect</p>	<p>To develop strategies to deal with stress</p>	<p>To identify different types of drugs, their uses and their effect on the body</p>	<p>To explore risk by becoming more aware of their mental processes</p>	<p>To recognise feelings and behaviour associated with conflict</p> <p>To know how to manage conflict</p> <p>To understand the importance of communication when resolving a conflict</p>	<p>Think about how we can be allies and create an inclusive environment for everyone at school</p>
<p>To know how to develop respectful, empathetic and healthy online relationships</p>	<p>To recognise the different types of bullying</p>	<p>To recognise when alcohol is being used responsibly, anti-socially and when it is being misused</p>	<p>To understand how to stay safe around water</p>	<p>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</p>	<p>To understand how being physically attracted to someone changes the nature of the relationship</p> <p>To understand consent</p>
<p>To develop understanding of links between education, qualifications, skills and work opportunities</p>	<p>To deepen understanding of stereotyping (gender)</p>	<p>To know basic emergency aid procedures</p>	<p>To know how to stay safe around railways</p>	<p>To try to recognize when I or other people are pre-judging people and to make an effort to overcome my own assumptions</p>	<p>To explain how people's bodies change during puberty</p>
<p>To identify ways of dealing with conflict</p>	<p>To understand what we mean by difference</p>	<p>To know what it means to be emotionally well</p>	<p>To explore the differences between belief, fact and opinion and look at reliable sources.</p>	<p>To understand how rumour spreading and name calling can be bullying behaviours.</p> <p>To explain some of the ways in which one person or a group of people can have power over another</p>	<p>To have healthy online relationships</p>



<p>To understand how our actions can have a local and global effect</p>	<p>To understand how a disability can affect a person's life</p>	<p>To recognize ways we can look after our physical and mental well being</p>	<p>To know how bacteria and viruses can affect health</p> <p>To understand the safety checks vaccinations and immunisations go through.</p>	<p>To be safe from extremism and terrorism.</p>	<p>To reduce the risk of grooming and CSE 'Alright Charlie' 90 minute lesson</p>
	<p><u>Anti-racism lesson:</u> I can recognise how images and campaigns in the media and social media do not always reflect reality and can affect how people feel about themselves e.g. body image, eating issues. I can share my opinions on things that matter to me and explain my views through discussions with one other person and the whole class</p>	<p>To understand the difference between safe and unsafe exposure and how to reduce the risk of sun damage, including skin cancer</p>		<p>To be able to identify positive and toxic masculinity.</p>	<p>To know the risks of participating in anti-social behaviour, gangs and gang related behaviour and keeping safe in the local area.</p> <p>To safely play my part as an active bystander.</p>
					<p>I know that carrying knives does not make me safer</p> <p>I will recognise when events are becoming dangerous and take the right actions</p> <p>I can see that victims are not always criminals</p>



June 2025



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