



Grace Mary Primary School PSHE Policy.

Spring 2024

Document title	PSHE Policy		
Owner	Grace Mary Primary School		
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Purpose	This policy is a working document, which provides guidance and information on all aspects of the PSHE (including statutory relationship and health education) in the school for staff, parents/carers and governors.		

PSHE (including Relationship and Health Education) Policy

This policy is a working document, which provides guidance and information on all aspects of the PSHE (including statutory relationship and health education) in the school for staff, parents/carers and governors.

Intent:

At Grace Mary Primary we believe that pupils with improved health and well-being can achieve better academically, which in turn leads to greater success. We aim to foster quality relationships through mutual respect, support and the opportunity to voice opinions. We believe it is important to create a collaborative, inclusive and industrious learning environment for our children to flourish in. PSHE is at the core of what we do and enables our children to become independent, confident, healthy and responsible members of society, as well as developing the “whole child” intellectually, morally, socially and spiritually. Through our whole-school approach to PSHE, it is our belief that excellence in these areas will lead to excellence across the curriculum and beyond in later life. PSHE is taught across the school from Reception to Year 6 on a weekly basis and as a school, we follow the Jigsaw PSHE scheme. Jigsaw brings together PSHE Education, our core values, emotional literacy, mindfulness, social skills and spiritual development. A variety of teaching strategies are used and staff are mindful of each child’s preferred learning style. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start at the same time and finish at the same time. Leading to us celebrating what we have learnt each half to during a celebration assembly. Our PSHE curriculum equips children with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. The curriculum is designed to ensure that young people can make responsible and informed decisions about their own health and wellbeing. The curriculum, is also designed to build students understanding of how to keep themselves safe both now and in the future. The delivery of the curriculum encourages students to develop their own ideas, opinions and beliefs whilst providing them with a safe place to discuss new ideas and concepts at an age and developmentally appropriate time.

Statutory relationship and health education (RHE) within the PSHE curriculum at Grace Mary Primary, lays the foundations for factual knowledge and the more sexually explicit information required by young people in later years (secondary education). Effective RHE, set with PSHE lessons, encourages children to reflect upon and to develop their own values, attitudes, personal and social skills including awareness of the values of their own community and others, whilst understanding the beliefs and ideas of their peers and increase their knowledge and understanding, so that they are able to make informed decisions and life choices both now and in the future. This includes the positive benefits of loving, rewarding, safe and responsible relationships, emotional and physical changes to their bodies (including puberty), developing positive mental health and emotional well-being and develop the skills to be digitally safe.

Contrary to what may be initially perceived, RHE does not encourage sexual experimentation, the taking away of a child’s innocence, over-ruling the wishes or rights of parents or imposing ideas onto young people. RHE is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. It is important for our pupils and our schools to ensure students can reflect upon their own beliefs, values and ideas in an age and developmentally appropriate way and to develop an understanding of other’s ideas, beliefs and values.

With an ever changing society, we are able to provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community. Weaving through the heart of our PSHE teaching, is a commitment to enhancing and promoting our core British Values; democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Grace Mary Primary recognises that effective PSHE is dependent upon partnerships at many levels; this includes between ourselves and parents, carers and guardians; children; the local authority including Public Health and health professionals; local faith communities and (where relevant) the voluntary sector.

The personal beliefs and attitudes of staff delivering RHE will not influence the teaching of Relationship and Health education in this school. Staff receive regular training in dealing with emotional and sensitive issues, including developing an emotionally safe environment.

Equal Opportunities Statement

The school is committed to the provision of PSHE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support. Wherever possible, teaching of the curriculum will be in line with the protected characteristics defined in the Equality Act 2010 (separate document available that maps this out).

Roles and Responsibilities.

Those involved in the development of this policy include:

The Headteacher	Remains responsible for the oversight of the curriculum and policies; dealing with issues concerning parental right to withdrawal their child from the curriculum.
Governing Body	Fulfilling the legal obligations on the part of the school, ensure pupils are making progress and the overall quality of the provision offered in the school.
Designated Safeguarding Lead	Checking policy for safeguarding compliance and dealing with safeguarding matters as and when they arise.
PSHE Coordinator / Lead teacher	The development of the curriculum, delivering training and resources to key members of staff, ensuring where teachers are of informed of where children have withdrawn from some/all of the curriculum, monitor the teaching of the subject and work with partners including safeguarding lead, external partner groups and individuals.
Teaching and support staff	The delivery of lessons and key RHE messages, identifying and working with PSHE leads to address gaps in their knowledge, ensure that pupils withdrawn from the curriculum are educated elsewhere.
Parents / carers / guardians	To work in partnership with the school including being aware of school policies, ensuring schools are aware of issues arising around the wellbeing of their child and supporting learning within the home environment.
Pupils (where appropriate).	Express the wishes of their peers and contribute ideas into the school curriculum (as part of the student voice programme).

Legislation including statutory regulations and guidance.

Documents which inform the schools RHE policy include:-

- The Education Act (1996)
- Learning and Skills Act (2000)
- Equality Act (2010)
- The PSHE Association supplementary guidance SRE for the 21st Century (2014) - Keeping Children Safe in Education: Statutory Safeguarding Guidance (as updated) - The Public Sector Equality Duty.
- 'PSHE Education Programme of Study Key stages 1-5' (PSHE Association, 2017)
- The National Curriculum for Science (2015)
- Sex and Relationships Education Guidance DfE (2018 and 2020) - Children and Social Work Act (2017) - Subject specific research: Ofsted.

Related school policies include:

- Teaching and Learning Policy
- Curriculum Policies
- Safeguarding guidance including Keeping Children Safe in Education
- GDPR policy
- Behaviour Policy
- Inclusion policy
- Anti-Bullying Policy
- Health and Safety Policy
- Equality Policy
- E-Safety Policy

Implementation:

Jigsaw is structured into 6 half-termly Puzzles (units) with the whole school studying the same Puzzle at the same time. The Puzzles are sequential and developmental from September to July.

Term	Puzzle Name	Content Overview
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fundraising events

Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendship, family and other
		relationships, conflict resolution and communication skills in Relationship Education as well as keeping safe online.
Summer 2:	Changing Me	Includes Relationships and body changes including puberty and transitional phases of education i.e. Secondary school.

Key Concepts:

- * Develop resilience, self-confidence and high self-esteem.
- * Become team workers who can think creatively and critically and successfully manage situations that involve potential risk conflict or anxiety.
- * Learn about rights and responsibilities and to appreciate what it means to be a citizen in a diverse society.
- * Develop wellbeing and become an active, healthy and responsible members of society.
- * Develop a strong work ethic and a passion for learning that makes the most of their abilities.
- * Access information about keeping healthy and safe - emotionally, mentally and physically.
- * Develop positive relationships and respect the differences between people.
- * Have a rich subject specific vocabulary.

Core learning in skills and knowledge

Aspect	Being Me in My World
Reception	To be able to self- identify by talking about how they are unique, identifying similarities and differences in relation to family and friends. To be aware of own feelings, such as sad, happy, cross, scared, worried, and begin to name and describe how these feelings can be expressed. They show sensitivity to others' needs and feelings and form positive relationships with others.
Year 1	To be able to feel special and safe whilst part of the class. To understand theirs and others rights and responsibilities.
Year 2	To be able to value others contributions and understands one another's feelings to create a safe and fair learning environment.

Year 3	To be able to understand rules, rights and responsibilities whilst being able to recognise and accept others perspectives.
Year 4	To be able to explain rights, responsibilities and democracy whilst working together to make group decisions.
Year 5	To be an active member of the class democracy using their voice and participating effectively and understanding how their behaviour may affect the group.
Year 6	To be able to explain what it means to be a global citizen whilst understanding children's universal rights.

Aspect	Celebrating difference
Reception	To be able to identify talents and make new friends. To discuss who are families are and where we live. To be able to understand and celebrate similarities and differences.
Year 1	To recognise that others might think differently to them self and to respect others point of view. To understand bullying and know how to seek help.
Year 2	To be able to understand and debate the assumptions and stereotypes about gender and stand up for them self and others.
Year 3	To be able to understand families and differences including family conflict and how to deal with this or help others to deal with this.
Year 4	To understand tolerance and be able to challenge assumptions people may have, such as judging by appearance. To be able to accept themselves and others by understanding how special and unique everyone is.
Year 5	To be able to understand and respect cultural differences and how they can cause conflict which can lead to racism rumours and name-calling.
Year 6	To be able to argue the perceptions of normality, understand disabilities and the difference between inclusion and exclusion.

Aspect	Dreams and Goals
Reception	To be able to set personal goals and to persevere to achieve these whilst overcoming obstacles that may hinder this
Year 1	To be able to set goals and identify success and achievement whilst working well and celebrating achievement with a partner.
Year 2	To be able to set realistic goals whilst persevering and learning from others.
Year 3	To be able to talk about dreams and ambitions whilst discussing the difficult challenges and how to achieve success.
Year 4	To be able to set new and realistic dreams and decide how to achieve these goals by having resilience and overcoming any disappointment that they may be faced with.
Year 5	To be able to discuss a dream job and how to get there whilst talking about the importance of money. All of this linking to how goals may differ in the different cultures.

Year 6	To be able to set personal learning goals both in and outside of school and discuss how some of these goals will be making a difference in the world.
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Aspect	Healthy Me
Reception	To be able to explain the importance of exercising our bodies by doing physical exercise, eating healthy food, keeping clean and how to ensure we remain safe.
Year 1	To be able to explain why and how we should choose a healthier life style and ensuring we understand how to keep safe around medicine and household items.
Year 2	To be able to understand what motivation and relaxation is whilst developing the knowledge of nutrition and healthy eating.
Year 3	To be able to understand food labelling and healthy swaps as well as keeping safe both online and offline.
Year 4	To be able to understand what a healthy friendship looks like and what peer pressure is as well as discussing unhealthy life choices.
Year 5	To be able to understand unhealthy life choices and analyse their own relationships with food and self-image.
Year 6	To be able to explain how substances affect the body. To understand how to manage stress and understand emotional and mental health problems.

Aspect	Relationships
Reception	To be able to understand relationships and family life as well as breaking friendships and falling out. Children to know how to be a good friend and begin to explore the term bullying.
Year 1	To be able to make friends explain how to be a good friend as well as being a good friend to themselves and celebrating special relationships.
Year 2	To be able to understand and explain different physical contact boundaries, different families and how to trust and appreciate one another.
Year 3	To be aware that other children may have a different life style and how their own choices may affect others.
Year 4	To be able to show an appreciation of people and animals as well as understanding and expressing love and loss through memories of loved ones.
Year 5	To be able to understand self- recognition and self-worth whilst being able to build self- esteem. To understand the dangers of being online and how to keep themselves safe on the internet.
Year 6	To be able to identify mental health worries and sources of support allowing them to manage their feelings linking to love, loss, power and control.

Aspect	Changing me
Reception	To be able to name parts of the body and what it means to grow up including growth, change and healthy choices.

Year 1	To be able to name the differences between males and female bodies using the correct terminology and understand how we have changed since a baby (crawling to walking), as well as coping with change and transitions in life (changing classes or moving school).
Year 2	To be able to explain what happens when you grow from young to old and how to prepare for transitions as well as increasing independence.
Year 3	To be able to understand a baby's needs and how babies grow as well understanding family difference.
Year 4	To be able to understand that some of my personal characteristics have come from birth parents (hair, eye colour) and understanding that feeling can arise from change and learning how to cope with these.
Year 5	To be able to understand that we are unique and what changes occur during puberty for both males and female as well as being aware of their own selfimage.
Year 6	To revisit changes in puberty as well as understanding how it is important to be positive about their self- image and body image.

Curriculum Map Overview

	Autumn		Spring		Summer	
	Six weeks Being Me	Six weeks Celebrating Differences	Six weeks Dreams and Goals	Six weeks Healthy Me	Six weeks Relationships	Six weeks Changing me
Rec	-Self-identity - Understanding feelings -Being in a classroom -Being gentle Rights and responsibilities	-Identifying talents -Being special Families - Where we live -Making friends -Standing up for yourself	-Challenges -Perseverance - Goal-setting Overcoming obstacles Seeking help - Jobs -Achieving goals	-Exercising bodies - Physical activity - Healthy food -Sleep - Keeping clean -Safety	- Family life -Friendships - Breaking friendships - Falling out - Dealing with bullying -Being a good friend	-Bodies - Respecting my body -Growing up -Growth and change -Fun and fears -Celebrations

Y1	-Feeling special and safe -Being part of a class -Rights and responsibilities - Rewards and feeling proud - Consequences - Owning the Learning Charter	-Similarities and differences - Understanding bullying and knowing how to deal with it -Making new friends - Celebrating the differences in everyone	-Setting goals - Identifying successes and achievements - Learning styles - Working well and celebrating achievement with a partner - Tackling new challenges - Identifying and overcoming obstacles - Feelings of success	-Keeping myself healthy - Healthier lifestyle choices - Keeping clean -Being safe - Medicine safety/safety with household items -Road safety - Linking health and happiness	-Belonging to a family -Making friends/being a good friend - Physical contact preferences - People who help us -Qualities as a friend and person -Self-acknowledgement -Being a good friend to myself - Celebrating special relationships	-Life cycles – animal and human -Changes in me - Changes since being a baby - Differences between female and male bodies (correct terminology) - Linking growing and learning - Coping with change -Transition
Y2	-Hopes and fears for the year - Rights and responsibilities - Rewards and consequences - Safe and fair learning environment - Valuing contributions - Choices - Recognising feelings	-Assumptions and stereotypes about gender - Understanding bullying - Standing up for self and others -Making new friends - Gender diversity - Celebrating difference and	-Achieving realistic goals - Perseverance - Learning strengths - Learning with others -Group cooperation - Contributing to and sharing success	-Motivation - Healthier choices - Relaxation - Healthy eating and nutrition - Healthier snacks and sharing food	-Different types of family - Physical contact boundaries - Friendship and conflict - Secrets - Trust and appreciation - Expressing appreciation for special relationships	-Life cycles in nature - Growing from young to old - Increasing independence - Differences in female and male bodies (correct terminology) - Assertiveness - Preparing for transition

		remaining friends				
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Y3	-Setting personal goals -Self-identity and worth -Positivity in challenges - Rules, rights and responsibilities - Rewards and consequences - Responsible choices -Seeing things from others' perspectives	-Families and their differences - Family conflict and how to manage it (child-centred) -Witnessing bullying and how to solve it -Recognising how words can be hurtful - Giving and receiving compliments	-Difficult challenges and achieving success -Dreams and ambitions -New challenges - Motivation and enthusiasm - Recognising and trying to overcome obstacles - Evaluating learning processes - Managing feelings -Simple budgeting	-Exercise Fitness challenges - Food - labelling and healthy swaps - Importance of medication. - Keeping safe and why it's important online and off line - scenarios - Respect for myself and others - Healthy and safe choices	- Family roles and responsibilities - Friendship and negotiation - Keeping safe online and who to go to for help -Being a global citizen -Being aware of how my choices affect others -Awareness of how other children have different lives - Expressing appreciation for family and friends	-How babies grow - Understanding a baby's needs - Family differences - Stereotypes - Challenging my ideas -Preparing for transition
Y4	-Being part of a class team -Being a school citizen -Rights, responsibilities and democracy - Rewards and consequences - Group decisionmaking -Having a voice - What motivates behaviour	-Challenging assumptions judging by appearance -Accepting self and others - Understanding influences - Understanding bullying - Problemsolving -Identifying how special and unique everyone is -First impressions	-Hopes and dreams - Overcoming disappointment - Creating new, realistic dreams - Achieving goals - Working in a group - Celebrating contributions - Resilience - Positive attitudes	-Healthier friendships - Group dynamics - Smoking -Alcohol - Assertiveness -Peer pressure - Celebrating inner strength	-Jealousy Love and loss -Memories of loved ones -Getting on and Falling Out - Showing appreciation to people and animals	-Personal characteristics and being unique. - Circle of change. -Change out of my control. - Confidence in change - Accepting change - Environmental change - Preparing for transition
Y5	-Planning the forthcoming year -Being a citizen - Rights and responsibilities - Rewards and consequences	-Cultural differences and how they can cause conflict - Racism - Rumours and name-calling	-Future dreams -The importance of money -Jobs and careers	-Smoking, including vaping - Alcohol - Alcohol and anti-social behaviour	-Self-recognition and self-worth -Building selfesteem -Safer online communities	-Self- and body image -Internal and external parts of the body. -Influence of online and

						media on body image
	-How behaviour affects groups - Democracy, having a voice, participating	-Types of bullying - Material wealth and happiness - Enjoying and respecting other cultures	-Dream job and how to get there -Goals in different cultures - Supporting others (charity) -Motivation	-Emergency aid -Body image - Relationships with food - Healthy choices - Motivation and behaviour	-Rights and responsibilities online -Online gaming and gambling -Reducing screen time -Dangers of online grooming -SMARRT internet safety rules	-Puberty for girls -Puberty for boys -Growing responsibility - Coping with change - Preparing for transition
Y6	-Identifying goals for the year Global citizenship -Children's universal rights - Feeling welcome and valued - Choices, consequences and rewards Group dynamics - Democracy, having a voice - Anti-social behaviour -Role-modelling	-Perceptions of normality - Understanding disability -Power struggles - Understanding bullying - Inclusion/exclusion -Differences as conflict, difference as celebration - Empathy	-Personal learning goals, in and out of school -Success criteria -Emotions in success - Making a difference in the world - Motivation - Recognising achievements - Compliments	-Taking personal responsibility -How substances affect the body Exploitation, including 'county lines' and gang culture - Emotional and mental health -Managing stress	-Mental health - Identifying mental health worries and sources of support Love and loss -Managing feelings -Power and control -Assertiveness -Technology safety - Take responsibility with technology use	-Self-image -Body image - Puberty and feelings - Reflections about change Boyfriends/girlfriends -Transition

Key Subject Specific Vocabulary

Reception	Being me in my world: Same, Different, unique, Happy, sad, angry, excited, feelings, kind friends, smile, share, kindness, rights, asking, without asking, take, steal, communication, cross, responsible, responsibilities, safe, precious, gentle hands. Celebrating differences: Good, favourite, enjoy, good at, different, same, proud, achievements, similar, comfortable, unique, special, friends, family, families, houses, world, friends, deep breath in and out, alone, lonely, horrible, kind friend, unkind, snatch, unkind comments, scenario, feels, fix it, stop, nice. Dreams and goals: Challenge, hard, feelings, feel, tricky, not giving up, hard challenge, problem, giving up, can't do it yet, horrible, nasty words, jobs, achieved, achievement, working together, negative, nice, future. Healthy me:
	Good decision, guess, photos certificates, exercise, sports, heart, head, shoulders, knees, toes, heart, slowly, relaxed, quickly, exercise, run, jump, skip, instructions, calf, thigh, wrists, ankles, elbows, yawn, healthy foods, sleep, dream, breaths, clean, filthy, wash, soap, water, hands, germs clean, stranger, no and don't go, goodnights sleep. Relationship: Family, jobs, look after, friends, kind hands, funny, lonely, friendships, good friend, angry, upset, feelings, falling out, bad words, unkind words, angry, calm down, clenching, releasing fists, deep breaths, walk away, work together, mistakes, calm, cross, whisper, sharing, mean, please don't do that I don't like it. Changing me: Body parts chest, heart, beating, fast, slow, exercise, eye, ear, knee, finger, foot, mouth, nose, stomach, eyebrow, arm, tongue, toe, forehead, chest, hand, leg, healthy, unhealthy, happy, stages in life, changed, baby, emotions, new beginnings, worries, natural, excited, nervous, scared, favourite, memories, grow up, feel better, fun, memories.

Year 1	Being me in my world: Safe, Special, Calm, Belonging, Learning Charter, Rights and Responsibilities, Reward, Proud, Consequences, Upset, Disappointed, Illustration. Celebrating difference: Similarity/similar, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebration, Difference, Special, Unique Dreams and Goals: Proud, Success, Achievement, Goal, Treasure, Coins, Goal, Learning, Stepping stones, Process, Garden, Dreams, Working together, Team work, Celebrate, Stretchy, Challenge, Obstacle, Overcome, Achieve, Success, Celebration, Internal treasure chest Healthy Me: Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Toiletry items, e.g. toothbrush, shampoo, soap, Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait, Keeping clean, Healthy Relationships: Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Qualities, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate, Feelings. Changing me: Change, Life cycle, Baby, Adult, Grown up, Growing up, Mature, Male, Female, Vulva, Vagina, Penis, Testicles, breasts, nipples, Learn, New, Grow, Change, Feelings, Anxious, Worried, Excited, Coping.
Year 2	Being me in my world: Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Praise, Reward,

	Consequences, Positive, Negative, Co-operate, Learning Charter, Rights, Responsibilities, Rewards, Consequences, Problem-solving, Choices, Learning Charter, Responsibilities, Rights, Rewards, Consequences, Choices. Celebrating differences: Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Differences, Stereotypes, Special, Bully, Purpose, Difference, Kind, Unkind, Feelings, Sad, Lonely, Help, On Purpose, Stand up for, Help, Male, Female, Difference, Diversity, Fairness, Kindness, Friends, Special, Unique, Different, Similarities, Value. Dreams and goals: Realistic, Proud, Success, Celebrate, Achievement, Goal, Strengths, Persevere, Challenge, Difficult, Easy, Learning together, Success, Celebrate, Achievement, Goal, Partner, Team work, Product, Dream bird, Group, Team work, Problem-solve, Learning together, success, Dream, Garden Healthy me: Relax, Relaxation, Tense, Calm, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Balanced diet, Energy, Fuel, Nutritious. Relationship: Family, Different, Similarities, Special, Relationship, Important, Cooperate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Friends, Likes/dislikes, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Surprised, Happy, Sad, Frightened, Trustworthy, Honesty, Reliability, Compliments, Celebrate, Positive, Negative, Appreciate Changing me: Change, Grow, Life cycle, Control, Touch, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Vulva, Vagina, Penis, Testicles, nipples, breast, Public, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy, Private
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Year 3	Being me: Welcome, Valued, Achievements, Proud, Pleased, Personal goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support, Rights, Responsibilities, Learning Charter, Nightmare, Dream, Behaviour, Rewards, Consequences, Actions, Feelings, Rights, Responsibilities, Fairness, Cooperate, Rights, Responsibilities, Rewards, Consequences, Choices, Learning Charter, Challenge, Group dynamics, Team work, Learning Charter, Actions, View point, Ideal school, Belong. Celebrating differences: Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve it together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Witness, Consequences, Hurtful, Compliment, Unique, Difference, Similarity.
	Dreams and goals: Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decoration, Enterprise, Design, Cooperation, Challenge, Product, Team work, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Obstacles, Frustration, 'Solve it together' technique, Solution, Review Learning, Strengths, Self-review, Celebrate, Evaluate. Healthy me: Oxygen, Energy, Calories/ Kilojoules, Heartbeat, Lungs, Heart, Fitness, Energy, Labels, Sugar, Fat, Saturated Fat, Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Safe, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice, Risk Relationship: Men, Women, Male, Female, Unisex, Role, Job, Responsibilities, Differences, Similarities, Respect, Stereotype, Conflict, Solution, Problem solving, Friendship, Win-win, Safe, Unsafe, Risky, Internet, Social media, Private Messaging (PM), Gaming, Global, Communications, Transport, Interconnected, Food journeys, Climate, Trade, Inequality, Happiness, Celebrating, Relationships, Friendship, Family, Thank you, Appreciation. Changing me: Touch, personal space, comfortable, uncomfortable, family, family types, female, baby, change, parent, responsibilities, nutrients, stereotype, stereotypical, changes, emotions.

Year 4	Being me in my world: Included, Excluded, Welcome, Valued, Team, Charter, Role, Job description, School Community, Responsibility, Rights, Responsibilities, Democracy, Reward, Consequence, Democratic, Decisions, Voting, Authority, Learning Charter, Contribution, Observer, Decisions, Choices, UN Convention on Rights of Child, Learning Charter Celebrating differences: Character, Assumption, Judgement, Surprised, Different, Accept, Influence, Appearance, Opinion, Attitude, Bullying, Friend, Secret, Deliberate, On purpose, Bystander, Witness, Witness, Bully, Problem solve, Cyber bullying, Text message, Website, Troll, Special, Unique, Characteristics, Physical features, Impression, Changed, Judgement, Assumption, Influence, Accept. Dreams and goals: Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive, Attitude, Disappointment, Fears, Hurt, Resilience, Positive experiences, Goals, Plans, Cope, Self-belief, Motivation, Commitment, Team work, Enterprise, Design, Cooperation, Positive attitude, Review, Learning, Strengths, Success, Celebrate, Evaluate. Healthy me: Friendships, Emotions, Healthy, Relationships, Friendship groups, Value, Friendship groups, Roles, Leader, Follower, Assertive, Agree / disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong.
	Relationship: Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Strategy, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hopelessness, Relief, Acceptance, Depression, Souvenir, Memento, Memorial, Memories, Special, Remember, Friendships, Negotiate, Compromise, Trust, Loyalty, Anger, Betrayal, Empathy, Boyfriend, Girlfriend, Attraction, Pressure, Personal, Comfortable, Special, Love, Appreciation, Symbol, Care. Changing me: Control, Change, Acceptance, Looking forward, Range of emotions – (Peaceful, Happy, Sad, Nervous, Proud, Excited, Anxious, Shy, Grumpy, Accepting, Apprehensive, Worried, Scared, Empty), Characteristics, genes, family, relationships, feelings.

Year 5	Being me in my world: Education, Appreciation, Opportunities, Goals, Motivation, Vision, Hopes, Challenge, Rights, Responsibilities, Citizen, Denied, Empathise, Refugee, Persecution, Conflict, Asylum, Migrant, Wealth, Poverty, Responsibilities, Prejudice, Privilege, Deprive, Rewards, Consequences, Choices, Learning Charter, Rewards, Cooperation, Collaboration, Learning Charter, Participation, Motivation, Rights Celebrating differences: Culture, Conflict, Difference, Similarity, Belong, Culture wheel, Colour, Race, Discrimination, Culture, Ribbon, Bullying, Rumour, Name-calling, Racist, Homophobic, Cyber, Texting, Problem-solving, Indirect, Direct, Cyber bullying, Texting, Happiness, Difference, Similarity, Continuum, Developing world, Racism, Direct and indirect bullying, Culture, Celebration, Artefacts, Display, Presentation Dreams and goals: Dream, Hope, Goal, Feeling, Achievement, Money, Grown up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Dream, Hope, Job, Career, Goal, Determination, Perseverance, Motivation, Aspiration, Culture, Country, Sponsorship, Communication, Support, Rallying, Sponsorship, Team work, Cooperation, Difference Healthy me: Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Choices, Healthy lifestyle, Motivation. Relationship: Characteristics, Personal qualities, Attributes, Self-esteem, Responsibility/Being responsible, Age-limit, Social network, Community, Online, Off line, Rights, Risky, Age-limit, Community, Violence, Appropriate, Grooming, Trolled, Gambling/betting, Trustworthy, Devices, Screen time, Social, Mental health, Physical health, Personal information, Safe, Choices, Vulnerable, Risk. Changing me: Self, Self-image, Body image, Self-esteem, Perception, Characteristics, Aspects, Affirmation, airbrushing, extreme dieting, celebrities, penis, testicles, vagina,
	family, healthy, Puberty, Menstruation, Periods, Sanitary towels, Sanitary pads, Tampons, Ovary/ Ovaries, Vagina, Facial hair, Growth spurt, Hormones, Relationships, Responsibilities, Change, Hope, Manage, Cope, Opportunities, Emotions, Fear, Excitement, Anxious.

Year 6	Being me in my world: Goals, Worries, Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa plantation, Cocoa pods, Machete, Rights, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Choice, Behaviour, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud. Celebrating differences: Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Male, Female, Diversity, Transgender, Gender, diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Control, Harassment, Bullying, Bullying behaviour, Direct, Indirect, Argument, Recipient, Para Olympian, Achievement, Accolade, Sport, Perseverance, Admiration, Stamina, Celebration, Difference, Conflict. Dreams and goals: Dream, Hope, Goal, Learning, Strengths, Stretch, Achievement, Personal, Realistic, Unrealistic, Feeling, Achievement, Success, Criteria, Learning steps, Feeling, Money, Global, Issue, Suffering, Concern, Money, Sponsorship, Suffering, Empathy, Motivation, Money, Hardship, Empathy, Motivation, Admire, Respect, Achievement, Praise, Compliment, Contribution, Recognition. Healthy me: Responsibility, Choice, Immunisation, Prevention, Drugs, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter, Restricted, Volatile substances, 'Legal highs', Exploited, Vulnerable, Drugs, Criminal, Gangs, Strategies, Reputation, Antisocial behaviour, Crime, Illegal, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure. Relationship: Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Stress, Anxiety, Warning, Support, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Bereavement, Coping, strategies, Power, Control, Authority, Bullying, Script, Assertive, Strategies, Communication, Technology, Power, Control, Cyberbullying, Abuse, Safety. Changing me: Self-image, Self-esteem, Real self, Celebrity, Opportunities, peer pressure, Responsibilities, Puberty vocabulary as represented on the flash cards (Pubic Hair, Voice Breaks, Menstruation, Semen, Growing, Taller, Hips Widen, Facial Hair, Erection, Tampon, Breasts, Hormones, Changing Me, Ovulation, Sanitary Towel, Testicles, Sperm, Underarm Hair, Penis, Feeling Moody, Vagina, Womb, Fallopian Tube, Vulva), Pregnancy, Embryo, Foetus, Placenta, Umbilical cord, Labour, Contractions, Cervix, Midwife, Attraction, Relationship, Pressure, Love, Selfesteem, Negative body-talk, Choice, Feelings/emotions, Challenge, Mental health,
	Transition, Secondary, Looking forward, Journey, Worries, Anxiety, Hopes, Excitement, transition into secondary school, excited, worries.

Focus Provision Curriculum Overview – My Emotions and Wellbeing

This area relates to the following areas of the Orchard Framework:

PSED (*PSHE/RHE*)

To ensure coverage of all aspects, each half term focuses on a key area:

Pupils working between Orchard Step 6 – 16:

A1	Building Relationships- tolerating others / turn taking
A2	Building Relationships- play skills / purposeful play
Sp1	Managing self- sense of self
Sp2	Managing self- recognising self and others
Su1	Self-regulation-recognising emotions
Su2	Self regulation- regulating emotions

Pupils working between Orchard Step 17 – 19:

A1	Building Relations
A2	Self Confidence and Self-Awareness
Sp1	Managing Feelings and Behaviour
Sp2	Being Healthy
Su1	Being Safe
Su2	Transition / coping with change

A progression chart has been created for PSED, this is available to be seen in a separate document (due to its size).

Curriculum Design

Our RHE programme is an integral part of our whole school PSHE provision and supported by the statutory requirements as set out in the National Curriculum for Relationships Education, Relationships and Sex Education and Health Education (2018 and 2020) and Science. Further detail of our curriculum can be viewed via our school curriculum planning on the school website or available on request.

We use a variety of resources including:-

- **School Nursing Team** approved by the local authority who deliver age appropriate classroom lessons in primary schools.
- **NSPCC “Let’s Talk Pants”** resources delivered by staff in school NSPCC staff across all year groups in age appropriate ways.
- **Picture News:** A nationally recognised PSHE and Citizenship focused resource which provides resources focusing upon an issue in the news.

As part of our overall Safeguarding programme, on occasions lessons and assemblies will be taught to address local safeguarding concerns and issues to ensure our pupils remain safe. Wherever possible, this information will be shared with parents.

In addition, we use resources from a variety of other sources taking into account the age and developmental needs of the class and adapt curriculum packages and lesson plans to address the needs of the children in the class. If a specific issue arises for a certain class, lessons and resources are used to address this in a timely manner. Some elements of the curriculum and any whole school issues arising are addressed through assemblies.

External Speakers and Agencies.

Grace Mary Primary invites, as appropriate, various speakers to support and develop the curriculum provision. This includes, but is not limited to:

- DECCA (supporting curriculum around drugs, alcohol and smoking education).
- School Nurses Service (to deliver various aspects of health education). - NSPCC to address issues around Safeguarding.
- Loudmouth Theatre Company- productions around wellbeing themes.
- West Midlands Police and Fire Service to address various safeguarding issues.

Other external speakers may be invited as appropriate to the curriculum and theme, with advice and support from trusted sources including other schools in the local authority and PSHE Advisory Teacher. All materials provided by the external agency will be viewed prior to being shown in class. All external speakers will be expected to follow school policies which includes, but is not limited to Safeguarding Policy and RHE policy. They will remain under staff supervision at all times.

Sex Education.

Grace Mary Primary has made the decision to not teach sex education content.

The biological aspects of RHE are taught within the Science curriculum, where there is no parental right to withdraw.

Talk in Every Lesson

Exploratory talk will be used in every lesson to engage with the learning objective. It will be used to strengthen and deepen children's understanding of their learning, enabling them to explore the knowledge before they present to the class or complete a written task.

Presentational talk tasks are used as an opportunity to assess children's understanding of the learning objective.

- Children will be given the opportunity to think for themselves for at least one minute (wait time) and then discuss with a talk partner before sharing their response with the class for any question that is posed.
- Children will be asked to feed ideas back to the class in a variety of ways in every lesson e.g. handsup, whiteboard, jigsaw characters, thumbs-up. When sharing responses through a written form, a selection of pupils will be asked to also provide it verbally ("5, 4, 3, 2, 1, boards up." Teacher scans the responses provided. "Can someone tell me...?")

- Teachers will use partner or group talk as an opportunity to circulate the room and make a note of any misunderstandings revealed. They will then use the responses as anonymous examples later, asking the class to tell them why it is not accurate (“I noticed a few people saying... Can anyone explain why this cannot be true?”).
- Teachers will plan for some ‘open’ questions in every lesson.
- Teachers will plan for some ‘why’ questions in every lesson and ask the children to explain their ideas to the class.
- Teachers will provide sentence/talk stems for every question posed to support children in structuring their response. Sentence/talk stems will be adapted based on the subject (drawing upon subject-specific language and sentence structures).
- Teachers will introduce children to the vocabulary they will require for the objective at the beginning of every lesson.
- Teachers will always hold back on providing any of the correct answers to a question until a number of children have given their idea: - Student provides idea. - Teacher repeats their idea to them (“So you are saying/you think...”) and then praises them for contributing and asks if any other students have an idea.
- Knowledge organisers will be provided to support vocabulary acquisition.

Safe and Effective Practice including answering sensitive questions.

We will ensure a safe learning environment by following school policies. Staff will be trained in relation to developing a safe learning environment which includes safeguarding training, dealing with sensitive issues, confidentiality, agreed ground rules for a safe classroom environment shaped by students and by the use of distancing techniques from the personal experience of the student. No student will be required to give an answer as this undermines the safe classroom experience; all students will be given the opportunity to raise questions confidentially (e.g. an ask it basket). All children in school are aware that a member of the Wellbeing team is always available to speak to. All staff are supported by preprepared resources, training in the delivery of resources and supported by internal and external staff including, but not limited to the PSHE Lead, Safeguarding Lead, SLT, LA Advisor, Public Health funded projects and resources and nationally recognised curriculum organisations.

During PSHE lessons and discussions, staff will establish clear ground rules in-conjunction with pupils to ensure pupils feel safe, supported and listened to. Wherever possible, lessons will be taught as a class with both male and female pupils present.

Teaching staff will endeavour to answer questions as openly as possible, but if faced with a question that they do not feel comfortable answering within the classroom, provision would be made to meet the individual’s child/young person’s needs. This could involve referring the child/young person to their parent/carer, School Nurse Service, the child/young person’s doctor or to an established external organisation; it is important for the child to make a choice that is correct for them without prejudice. The teacher may make a referral or to seek advice from the PSHE Coordinator, Headteacher or Safeguarding Team wherever appropriate in the circumstances.

Safeguarding

All staff are trained in safeguarding. Teachers are aware that effective PSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this situation staff should follow internal safeguarding policies including informing the Safeguarding Lead. When necessary, teachers will consult with the Designated Safeguarding Lead to ensure that issues can be addressed prior to the teaching of the subject and appropriate differentiation can be made.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors (such as school nursing team) from outside school may be invited to contribute to the delivery of PSHE in school. We actively work with Sandwell Metropolitan Borough Council approved providers to supplement the teaching of the subject. As part of school entry to site approach all visitors will be given a safeguarding visitor leaflet and signed into school with appropriate identification. As per Safeguarding policy, visitors will supervised/supported by a member of staff as necessary. The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

There may be times when a child wishes to confide in a member of staff. It is the school policy that information may need to be passed on the Headteacher or designated Safeguarding Lead if there is a risk of harm to the child. Children are informed that teachers cannot guarantee absolute confidentiality. The Headteacher/Designated Safeguarding Lead will decide what action to take to protect the best interest of the child, enabling action to be taken by other professionals if deemed necessary.

The school is committed to working towards equality, promoting positive approaches to difference, and fostering respect for people of all cultural and social backgrounds whatever their age, sexuality, faith, ethnicity, gender, disability or additional educational need and in line with the Public-Sector Duty (as set out in the Protected Characteristics guidance: Equality Act 2010). Developing positive relationships between pupils of all backgrounds is an essential aspect of the work of the school. We will ensure that all young people receive Relationships and Health education, and we will offer provision appropriate to the particular needs of all our students. Children with complex needs or who hold a focus provision placement at Grace Mary will be taught RHE objective based on their needs and maturity rather than by the age appropriate learning objectives. Any objects not covered while at primary school for those children will be passed on to their secondary school. We will respond to parental concerns and will take specialist advice where necessary.

Engaging Stakeholders (including parents/carers/guardians and pupils).

The school recognises that the parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and therefore have more responsibility in preparing them for challenges and responsibilities which sexual maturity brings. Grace Mary Primary believe in the importance of partnerships between all stakeholders to ensure that children grow up confident and cared for.

Parents are key partners in supporting the school to:

- Maintaining the culture and ethos of the family
- Teaching their children about Relationships and Health.
- Helping their children cope with the emotional and physical aspects of growing up and being a part of modern Britain.

- Preparing them for the challenges and responsibilities that sexual maturity brings
- Identifying issues

Parents are encouraged to support the school's PSHE and have access to this policy. Parents are also encouraged to contact school if they feel they need help with supporting their children's learning around PSHE. School are happy to support parents where we can and where necessary signpost them to relevant agencies.

Parental Right to Withdraw.

Parents are unable to withdraw from lessons written and delivered as part of the National Curriculum for Science or taught as part of the Relationship or Health Education content. Parents are only permitted to withdraw their child from the sex education aspects of the curriculum which Grace Mary are NOT currently teaching.

Grace Mary Primary would encourage parents with concerns around content, to contact the school to discuss this further.

Student voice in determining curriculum.

Throughout PSHE (including RHE) lessons, students can contribute to class discussions and to reflect upon their own ideas and opinions.

As part of the PSHE curriculum, pupils will be given the opportunity to voice concerns that they may have over the modern world and the implications in relation to this concerning relationships and modern technology. The curriculum will reflect and be adapted where relevant to ensure concerns raised can be addressed as and when they voice concerns.

Impact:

PSHE is taught across the school from Reception to Year 6 on a weekly basis and as a school, each topic will be revisited throughout all the year groups recapping and developing on children's knowledge. Children will also share their learning in assemblies which will allow the other year group recap on what they learnt in previous years or learn from other year groups.

Throughout the topics there are lessons which will be great opportunities for teachers to assess children learning. Children have class books from Reception to year 2 and have individual workbooks from year 3 to year 6. Most of the lessons in EYFS and KS1 are practical so class books are provided for pictures and children to voice their opinions. Each lesson the children will self-assess by putting their thumbs up, sideways or down. For children in the year groups 3-6 they will complete their work in their book and have an assessment page for each piece of work- these are provided on the jigsaw planning. If a lesson is a practical lesson teachers have an evidence book in which children/ teacher can evidence the lesson. Teachers are not expected to mark books as these books are to be personal for the child. However, teachers are expected to monitor for standards and an overview of pupil comments. There is one assessment piece per half term which teachers may wish to leave a comment on. At the end of each piece for each half term (e.g. piece 1, being me in my world) teachers will complete the assessment grid seen below. The teachers will list which children are greater depth and which children are working towards. If a child is not listed that means that the child is working at expected. After this has been completed the percentage of children who are working at expected, greater depth and

working towards will be worked out which will allow us to know the strengths and areas for development for this PSHE which will enable us to work on developing areas next year. On these assessment grids teachers are also expected to annotate the jigsaw planning to best suit the children needs

Monitoring and Evaluation

The PSHE co-ordinator will be responsible for monitoring and evaluating the subject. This includes: tracking and monitoring the coverage of content, gaining pupil voice, reporting to stakeholders when and where necessary. All monitoring in the subject will be in accordance with school policy.

Policy Review Date.

This policy will be reviewed, following an annual cycle, in January 2025. If any changes are made to statutory guidance or Department for Education advice, it will be updated sooner to ensure the policy complies.

Signed by

PSHE Lead (L Willetts):

Headteacher C Sturmey:

Governing body representative: