

Hanley St Luke's CE (V) Aided Primary School

PSHE Policy

This policy forms the framework for the Personal, Social, Health, Emotional and Citizenship Education (PSHE) of our children. It links with the following school policies:

Equal Opportunities

Safeguarding and Child Protection Policy

Behaviour

Anti-Bullying

Drugs

Sex and Relationships

Policy Development

Consultation Process:

	Method of Consultation
LEA Advisor	Meetings
Senior Managers	Meetings
Staff	Meetings, written consultation
Pupils	School Council
Governors	Governor Meetings
Parents/Carers	Questionnaires as appropriate

Purpose of PSHE

National Curriculum 2000 recommends "...the school curriculum should provide opportunities for all pupils to learn and achieve". It should promote pupils' spiritual, moral, social and cultural development and prepare children for the opportunities, responsibilities and experiences of life.

This can be achieved through four strands:

- Developing confidence and responsibility and making the most of abilities
- Preparing to play an active role as citizens
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people

At Hanley St Luke's, the purpose of PSHE underpins the Christian ethos of our school. It encompasses all subjects. Our mission is to:

Promote Christian belief and practice and to encourage the moral and spiritual development of all people in our school.

Develop in each person a sense of self worth and the necessary qualities to become full and valuable member of society.

Encourage the full academic potential of each child.

Curriculum Aims:

Instil spirituality in our pupils, increasing their knowledge and understanding of the world in which they are growing.

- Develop enquiring young minds.
- Be under-pinned by a desire to develop each and every pupil's emotional awareness of themselves and others.
- Use creative approaches in the arts allowing a whole world of possibilities to be revealed.
- Allow pupils to develop their understanding of being an effective part of our British society and upholding the British values of: Democracy, Rule of Law, Individual Liberty and the mutual respect for different faiths and beliefs

Learning Outcomes:

All learning outcomes for Key Stage 1 and 2 are taken from the National Curriculum and Chris Quigley Essentials. The new National Curriculum states that PSHE is to be taught according to the needs of the school and no new curriculum as such came in in 2014. Therefore, we will follow a combination of the old National Curriculum and Chris Quigley for the new curriculum.

The old National Curriculum divided learning into four sections: Developing confidence and responsibility and making the most of their abilities; Preparing to play an active role as citizens; Developing a healthy, safer lifestyle; Developing good relationships and respecting the differences between people. Pupils are provided with a curriculum that covers all the recommended opportunities. Please refer to Appendix 1 for detailed statements. Learning outcomes for the Foundation Stage are contained in the Early Learning Goals.

Chris Quigley Essentials does not have a specific section on PSHE. However, there are eight key areas for personal development which provide the framework for our PSHE. These areas are:

- Try new things
- Work hard
- Concentrate

- Push yourself
- Imagine
- Improve
- Understand others
- Don't give up

An expansion of these bullet points can be found in the PSHE (New) folder on global. These areas all link directly or indirectly with PSHE.

Content of the PSHE Programme

Hanley St Luke's from Year 1 to Year 6 inclusive is using the Stoke PSHE scheme of work. This includes units from SEAL, Drugs Education, Relationships Education, PSHE and Citizenship, Circle Time. The Stoke scheme of work is also enhanced by other resources, activities or speakers that class teachers or the PSHE co-ordinator considers will benefit their pupils in their PSHE curriculum within the parameters of the National Curriculum. Planning for PSHE lessons is recorded by the class teacher on the school planning matrix which is on the school's global network or also on presentations (flipcharts and PowerPoints).

Each year group's file contains a list of their half-termly topics.

A matrix which shows the structure of the curriculum. Nursery and Reception do not follow this matrix as they have a different Foundation Stage curriculum. The resources in the Scheme of Work will be used and adapted selectively by the class teacher to enhance their particular cohort of children to the best effect. These include resources from SEAL, Stoke's Relationship Education (on global) and a variety of other sources.

Key Stage 1 and Key Stage 2 will aim to have a weekly PSHE lesson of at least half an hour from their half-termly focus. This is used flexibly within each half-term topic. This may be supplemented by Circle Time and other classroom curriculum/discussion time as appropriate. Aspects of the PSHE scheme are also addressed in assemblies and class worship throughout the school year.

Year 1 to Year 6 also have their own health focus which takes place during the summer term, or lessons form part of an existing topic. There are very close links with the science curriculum in many cases. These health focuses are as follows:

- Y1 - Healthy Eating and Exercise
- Y2 - Medicines and Drugs
- Y3 - Healthy Eating and Exercise
- Y4 - Alcohol, Smoking and Drugs
- Y5 - Sex and Relationships
- Y6 - Alcohol, Smoking and Drugs

British Values

British Values allow pupils to develop their understanding of being an effective part of our British society and upholding the British Values of: Democracy, Rule of Law, Individual Liberty and the mutual respect for different faiths and beliefs. These British Values will form part of the school's PSHE curriculum throughout the school year.

PSHE Strands	Whole School Activities
Developing confidence and responsibility and making the most of their abilities	School/class assemblies; classroom worship; school shows; after-school clubs - sports, dance, art, religious themed clubs, any other after-school club; prefects; playground leaders; playing musical instruments; school orchestra; Prize Evening, Class Dojo; Star of the Week, certificates, swimming awards, stickers, writer, reader and mathematician of the week, verbal praise, positive written comments, sharing abilities with own class, other classes, other teachers and the school, sports day, Sci-Tech day, school trips, theme days, recognising good behaviour at dinnertime (class of the week), school council, Stanley Head (Y6), Kingswood (Y5), worship leaders
Preparing to play an active role as citizens	Circle Time; assemblies; charity collections; Lent Appeal; school visits; visiting speakers; School Council.
Developing a healthy, safer lifestyle	Circle Time; Walk to school days; healthy snacks playtimes; advice on healthy lunchboxes; fruit scheme, milk and juice; availability of drinking water; school nurse visits.
Developing good relationships and respecting the differences between people	Circle Time; assemblies; Playground leaders, prefects; sports day; themed days; classroom worship, themes in RE curriculum; transition day/afternoon between schools or new year group.

School Curriculum:

In addition to whole school activities, each Key Stage works towards the four strands of PSHE through their class curriculum, with specific lesson time being allocated to PSHE.

PSHE Strands	Foundation Stage	Key Stage 1	Key Stage 2
Developing confidence and responsibility and making the most of their abilities	Daily routine, rules, taking part, taking care of the classroom, our gifts and talents, choosing own activities, selecting and using activities and resources independently Communication and participation, speaking and listening, expressing feelings, responding to significant experiences, developing awareness of own needs,	PSHE: New Beginnings, Rules/Right and Wrong, Choices, Keeping Safe, Going for Goals, Good to be Me English/Circle Time: Speaking and listening	PSHE: New Beginnings, Rules/Right and Wrong, Choices, Keeping Safe, Going for Goals, Good to be Me, Rules and Laws, Moving On English/Circle Time: Speaking and listening
Preparing to play an active role as citizens	Raising money for charity, road safety, people who help us	Our School/Communities, Good to Be Me, Animals and Us, Rights and Responsibilities, Communication British Values	Our School/Communities, Good to Be Me, Animals and Us, Charities, Democracy, Rules and Laws, Communication, In the Media - What's in the News?, Communities in the UK, Environmental issues, The Global Community British Values
Developing a healthy, safer lifestyle	Ourselves, all about me, growing and change, developing personal hygiene skills, recognising the importance of keeping healthy and those things which contribute to this. Recognise changes that happen to his/her body when s/he is active. Milk and juice, fruit scheme, outdoor play/games	Keeping safe, What's the score on drugs?, Changes, Health focus	Keeping safe, What's the score on drugs?, Changes, Health, Health focus

Developing good relationships and respecting the differences between people	taking care of each other, playing with others, taking turns, working as a group or class, understanding values and codes of behaviour, understanding that people have different needs, views, cultures and beliefs, understanding right and wrong, consider consequences of own actions for self and others	<i>Getting On and Falling Out, Me and Others, Growing Up/Family Life, Feelings, Say No to Bullying, Changes</i> Some lessons in R.E., history and geography.	<i>Getting On and Falling Out, Me and Others, Growing Up/Family Life, Feelings, Say No to Bullying, Changes</i> Some lessons in R.E., history and geography.
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Approaches to Teaching and Learning

To support learning in PSHE throughout the curriculum:

- The school provides a positive role model for pupils. Children know that staff see learning as crucial to personal development
- Classrooms provide a safe and supportive learning environment
- Staff adopt a multi-sensory approach when planning learning
- Learning experiences draw on pupils' own experiences and existing knowledge
- From Foundation Stage onwards, pupils are taught clear Circle Time rules
- Time is given for pupils to reflect, consolidate and apply their learning
- Distancing techniques are used to ensure pupils feel comfortable and less threatened
- Pupils are encouraged to take responsibility for their own learning and to review their own progress

To deliver PSHE successfully, a variety of teaching approaches are adopted. These include:

- Circle Time/Talk partners
- Role-play
- Independent research
- Peer education

- Paired or group discussion
- Displays
- Teacher-led discussion
- Assemblies and services
- Visitor input
- Games
- Drawing and creating

During Autumn 1 or 2, school council elections take place for Year 2 to Year 6 inclusive, so children are made aware of democracy, taking part, pushing themselves and thinking for themselves.

Anti-bullying week always takes part in the middle of November, so there is a focus on bullying at this time.

In the spring term, the school engages in an e-safety day. All children discuss e-safety as part of their ICT lessons.

Visitors

Visitors compliment provision for PSHE and is monitored by the PSHE co-ordinator. Visitors need to be made aware of the school's Confidentiality Statement (see appendix 5) and the teacher will be present with the visitor. Visitors include the following where appropriate:

- School nurse
- Drugs Education team
- Community police officers
- Artists
- Charity workers/volunteers
- Children/teachers from other schools
- High school teachers
- Parents
- Any other appropriate visitor

Assessment of Learning

As with any learning process, assessment of pupil's personal, social and emotional development is important. It provides information, which indicates pupil progress and achievement and informs the development of PSHE as a whole. Pupils are currently assessed through observation and questioning, role-play, group work, Circle Time and class discussion and written work.

There is no formal assessment of PSHE, but children are assessed by their class teachers on a lesson-by-lesson basis. Each class from Y1 to Y6 will show evidence of PSHE lessons in the back of their R.E. books and/or in the Class Book, and/or presentations. Evidence of work may include written, drawn, photographs, diagrams, verbal feedback or any other appropriate way of recording for PSHE.

Learning challenges are taken from Chris Quigley Essentials. Since PSHE has not had its own milestones as part of CQ, statements have been written with reference to the key areas and with reference to CQ in other subjects.

Foundation Stage have their own system of assessment and record-keeping for all areas of the curriculum.

Appendix 3 contains Chris Quigley Learning Challenges and Milestones.

Staff Support, Development and Resources

Staff have received training in respect of PSHE in Relationships Education, Drugs Education and Circle Time. The PSHE co-ordinator keeps up to date with changing guidelines and will update policies and information to staff as appropriate. If staff require extra training, they can consult with the Staff Development Co-ordinator for course information and availability.

Resources are allocated to staff according to their requirements. The PSHE co-ordinator manages the PSHE budget annually and staff make requests as to their particular needs. Wherever possible, resources are purchased and allocated according to staff requirements, subject to budget restrictions. There are also a wide selection of general resources, including photocopying masters, Circle Time ideas, packs and some healthy living equipment which is kept in the cupboard outside the PSHE co-ordinator's classroom.

The Role of Parents

Parents/carers have a key role in the personal, social and emotional development of their children. It is in the home that children first experience relationships and develop language and communication skills. It is therefore essential that parents and staff work together to ensure children are happy, healthy and reaching their full potential to develop as responsible citizens. Parents are asked to inform staff of any personal/health issues that may affect

children at school. Staff will maintain communication with parents on their child's well-being, both physically and emotionally.

Prior to topics that contain vocabulary connected to body parts or sexual references, a letter (see appendix 5) will be sent home to parents informing them, and inviting them to share any concerns with the class teacher or the head teacher. Prior to Year Five's focus on Sex and Relationships a permission and explanation letter is sent home and there is an opportunity for parents to view worksheets, key vocabulary and video material that will be used in their topic. At the moment, pupils can be withdrawn from these lessons should their parents wish.

Responsibilities

The person responsible for monitoring this policy is the PSHE co-ordinator.

The governor responsible for PSHE is currently Mr Adam Thompson.

The whole school community shares a responsibility in the successful implementation of this policy.

Review

This policy will be reviewed when appropriate and any necessary alterations will be made following the review.

Last review June 2017.

Appendix 1 - Learning Outcomes from PSHE curriculum:

Key Stage 1

During key stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn

social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities

1. Pupils should be taught:

- a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- b. to share their opinions on things that matter to them and explain their views
- c. to recognise, name and deal with their feelings in a positive way
- d. to think about themselves, learn from their experiences and recognise what they are good at
- e. how to set simple goals.

Preparing to play an active role as citizens

2. Pupils should be taught:

- a. to take part in discussions with one other person and the whole class
- b. to take part in a simple debate about topical issues
- c. to recognise choices they can make, and recognise the difference between right and wrong
- d. to agree and follow rules for their group and classroom, and understand how rules help them
- e. to realise that people and other living things have needs, and that they have responsibilities to meet them
- f. that they belong to various groups and communities, such as family and school
- g. what improves and harms their local, natural and built environments and about some of the ways people look after them
- h. to contribute to the life of the class and school
- i. to realise that money comes from different sources and can be used for different purposes.

Developing a healthy, safer lifestyle

3. Pupils should be taught:

- a. how to make simple choices that improve their health and wellbeing
- b. to maintain personal hygiene
- c. how some diseases spread and can be controlled
- d. about the process of growing from young to old and how people's needs change
- e. the names of the main parts of the body
- f. that all household products, including medicines, can be harmful if not used properly
- g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

Developing good relationships and respecting the differences between people

4. Pupils should be taught:

- a. to recognise how their behaviour affects other people
- b. to listen to other people, and play and work cooperatively
- c. to identify and respect the differences and similarities between people
- d. that family and friends should care for each other
- e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

Explanatory text

Note for 2a, 2b

Cross reference to English

En1 Speaking and listening: Group discussion and interaction

3. To join in as members of a group, pupils should be taught to:

- a. take turns in speaking
- b. relate their contributions to what has gone on before
- c. take different views into account
- d. extend their ideas in the light of discussion
- e. give reasons for opinions and actions

Note for 2g

Cross reference to geography

Geographical enquiry and skills

1. In undertaking geographical enquiry, pupils should be taught to:

- c. express their own views about people, places and environments [for example, about litter in the school]

Knowledge and understanding of environmental change and sustainable development

5. Pupils should be taught to:

- a. recognise changes in the environment [for example, traffic pollution in a street]
- b. recognise how the environment may be improved and sustained [for example, by restricting the number of cars]

Cross reference to science

Sc2 Life processes and living things: Living things in their environment

5. Pupils should be taught to:

- c. care for the environment

Note for 3a

Cross reference to physical education

Knowledge and understanding of fitness and health

4. Pupils should be taught:

- a. how important it is to be active
- b. to recognise and describe how their bodies feel during different activities

Note for 3d-3f

Cross reference to science

Sc2 Life processes and living things: Humans and other animals

2. Pupils should be taught:

- a. to recognise and compare the main external parts of the bodies of humans and other animals
- b. that humans and other animals need food and water to stay alive
- c. that taking exercise and eating the right types and amounts of food help humans to keep healthy
- d. about the role of drugs as medicines
- e. how to treat animals with care and sensitivity
- f. that humans and other animals can produce offspring and that these offspring grow into adults
- g. about the senses that enable humans and other animals to be aware of the world around them

Note for 3g

Cross reference to design and technology

Working with tools, equipment, materials and components to make quality products

2. Pupils should be taught to:

- f. follow safe procedures for food safety and hygiene

Breadth of opportunities

5. During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:

- a. take and share responsibility [for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well]
- b. feel positive about themselves [for example, by having their achievements recognised and by being given positive feedback about themselves]
- c. take part in discussions [for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from']
- d. make real choices [for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly]
- e. meet and talk with people [for example, with outside visitors such as religious leaders, police officers, the school nurse]
- f. develop relationships through work and play [for example, by sharing equipment with other pupils or their friends in a group task]
- g. consider social and moral dilemmas that they come across in everyday life [for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues]
- h. ask for help [for example, from family and friends, midday supervisors, older pupils, the police].

Key Stage 2:

During key stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities

1. Pupils should be taught:

- a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society
- b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
- d. to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way
- e. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future
- f. to look after their money and realise that future wants and needs may be met through saving.

Preparing to play an active role as citizens

2. Pupils should be taught:

- a. to research, discuss and debate topical issues, problems and events
- b. why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
- d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
- e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
- f. to resolve differences by looking at alternatives, making decisions and explaining choices

- g. what democracy is, and about the basic institutions that support it locally and nationally
- h. to recognise the role of voluntary, community and pressure groups
- i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- j. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- k. to explore how the media present information.

Developing a healthy, safer lifestyle

3. Pupils should be taught:

- a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices
- b. that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread
- c. about how the body changes as they approach puberty
- d. which commonly available substances and drugs are legal and illegal, their effects and risks
- e. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
- f. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong
- g. school rules about health and safety, basic emergency aid procedures and where to get help.

Developing good relationships and respecting the differences between people

4. Pupils should be taught:

- a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- b. to think about the lives of people living in other places and times, and people with different values and customs
- c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- e. to recognise and challenge stereotypes
- f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- g. where individuals, families and groups can get help and support.

Explanatory text

Note for 1d

Cross reference to science

Sc2 Life processes and living things: Humans and other animals

2. Pupils should be taught:

Growth and reproduction

f. about the main stages of the human life cycle

Note for 2a

Cross reference to English

En1 Speaking and listening: Group discussion and interaction

3. To talk effectively as members of a group, pupils should be taught to:

a. make contributions relevant to the topic and take turns in discussion

b. vary contributions to suit the activity and purpose, including exploratory and tentative comments where ideas are being collected together, and reasoned, evaluative comments as discussion moves to conclusions or actions

c. qualify or justify what they think after listening to others' questions or accounts

d. deal politely with opposing points of view and enable discussion to move on

e. take up and sustain different roles, adapting them to suit the situation, including chair, scribe and spokesperson

f. use different ways to help the group move forward, including summarising the main points, reviewing what has been said, clarifying, drawing others in, reaching agreement, considering alternatives and anticipating consequences

Note for 2a

Cross reference to English

En2 Reading: Reading for information

3. Pupils should be taught to:

a. scan texts to find information

b. skim for gist and overall impression

c. obtain specific information through detailed reading

d. draw on different features of texts, including print, sound and image, to obtain meaning

e. use organisational features and systems to find texts and information

f. distinguish between fact and opinion [for example, by looking at the purpose of the text, the reliability of information]

g. consider an argument critically

Note for 2i

Cross reference to history

Knowledge and understanding of events, people and changes in the past

2. Pupils should be taught:

b. about the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world

Note for 2j

Cross reference to geography

Knowledge and understanding of environmental change and sustainable development

5. Pupils should be taught to:

- a. recognise how people can improve the environment [for example, by reclaiming derelict land] or damage it [for example, by polluting a river], and how decisions about places and environments affect the future quality of people's lives
- b. recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement [for example, taking part in a local conservation project]

Cross reference to science

Sc2 Life processes and living things: Living things in their environment

5. Pupils should be taught:

Micro-organisms

- a. about ways in which living things and the environment need protection

Note for 2k

ICT opportunity

Pupils could use the internet to look at different reports about the same issue.

Note for 3

Cross reference to science

Sc2 Life processes and living things: Humans and other animals

2. Pupils should be taught:

Nutrition

- a. about the functions and care of teeth
- b. about the need for food for activity and growth, and about the importance of an adequate and varied diet for health

Circulation

- c. that the heart acts as a pump to circulate the blood through vessels around the body, including through the lungs
- d. about the effect of exercise and rest on pulse rate

Movement

- e. that humans and some other animals have skeletons and muscles to support and protect their bodies and to help them to move

Growth and reproduction

- f. about the main stages of the human life cycle

Health

- g. about the effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health
- h. about the importance of exercise for good health

Note for 3a

Cross reference to physical education

Knowledge and understanding of fitness and health

4. Pupils should be taught:

- a. how exercise affects the body in the short term
- b. to warm up and prepare appropriately for different activities

- c. why physical activity is good for their health and well-being
- d. why wearing appropriate clothing and being hygienic is good for their health and safety

Note for 3b

Cross reference to science

Sc2 Life processes and living things: Living things in their environment

5. Pupils should be taught:

Micro-organisms

- f. that micro-organisms are living organisms that are often too small to be seen, and that they may be beneficial [for example, in the breakdown of waste, in making bread] or harmful [for example, in causing disease, in causing food to go mouldy]

Note for 3g

Cross reference to design and technology

Working with tools, equipment, materials and components to make quality products

2. Pupils should be taught to:

- f. follow safe procedures for food safety and hygiene

Note for 4b

Cross reference to geography

Knowledge and understanding of places

3. Pupils should be taught:

- a. to identify and describe what places are like [for example, in terms of weather, jobs]

Cross reference to history

Knowledge and understanding of events, people and changes in the past

2. Pupils should be taught:

- a. about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past

Breadth of opportunities

5. During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

- a. take responsibility [for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school]
- b. feel positive about themselves [for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take]
- c. participate [for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting]
- d. make real choices and decisions [for example, about issues affecting their health and well-being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities]

- e. meet and talk with people [for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers]
- f. develop relationships through work and play [for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters]
- g. consider social and moral dilemmas that they come across in life [for example, encouraging respect and understanding between different races and dealing with harassment]
- h. find information and advice [for example, through helplines; by understanding about welfare systems in society]
- i. prepare for change [for example, transferring to secondary school].

Appendix 2

The school's PSHE curriculum

SEAL

Relationships Education

Drugs

PSHE and Citizenship

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	New beginnings Rules/Right and wrong	Getting on and Falling Out/ Relationships Me and Others	Good to be me/Say no to bullying Feelings	Choices Our school/Communities (geog)	Keeping safe What's the score on drugs?	Going for goals/ Changes Growing up/Family life
Y2	New beginnings Rules/Right and wrong	Getting on and Falling Out/ Relationships Me and Others	Good to be me/Say no to bullying Feelings	Keeping safe What's the score on drugs?	Animals and us	Going for goals/ Changes Growing up/Family life
Y3	New beginnings Rules/Right and wrong	Getting on and Falling Out/	Good to be me/Say no to	Choices	Keeping safe	Going for goals/

	wrong	Relationships Me and Others	bullying Feelings		What's the score on drugs?	Changes Growing up/Family life
Y4	New beginnings Rules/Right and wrong	Getting on and Falling Out/ Relationships Me and Others	Good to be me/Say no to bullying Feelings	Keeping safe What's the score on drugs?	Charities/ Animals and Us	Going for goals/ Changes Growing up/Family life
Y5	New beginnings Rules/Right and wrong	Getting on and Falling Out/ Relationships Me and Others Feelings	Good to be me/Say no to bullying Democracy	Rules and laws	Keeping safe What's the score on drugs?	Going for goals/ Changes Growing up/Family life
Y6	New beginnings Rules/Right and wrong	Getting on and Falling Out/ Relationships Me and Others Feelings	Good to be me/Say no to bullying Health	Keeping safe What's the score on drugs?	Growing up/Family life	Going for goals/ Changes Growing up/Family life Moving on

NB It is not necessary to teach all SEAL units. If the same units are covered for each year group each year this is acceptable (ie only one cycle is followed). This is because all issues are covered through assemblies/classroom worship each year.

Appendix 3

How well can I discuss and learn techniques to improve my own abilities and confidence?

Milestone 1 Y1/Y2

I can ask and answer PSHE questions (such as: What do I like doing? What do I do well? What do I need to get better at?)

I can share with others likes about own efforts.

I can choose one thing to improve.

I can make a small improvement (with help).

I can take encouragement from others in areas of interest

Milestone 2 Y3/Y4

I can ask and answer PSHE questions (such as What are my skills? What talents do I have? What can I improve on? How do I feel about..... How can I improve my skills and talents in?)

*I can share with others a number of positive features of own efforts.
I can identify a few areas for improvement.
I can attempt to make improvements.
I can reflect on how effort leads to success.
I can begin to encourage others to work hard.*

Milestone 3 Y5/Y6

*I can ask and answer PSHE questions (such as Why do I feel confident about ; How can I improve my confidence?)
I can clearly identify own strengths.
I can identify areas for improvement.
I can seek the opinion of others to help identify improvements.
I can show effort and commitment in refining and adjusting work.
I can understand the benefits of effort and commitment.
I can continue to practise even when accomplished.
I can encourage others by pointing out how their efforts gain results.
I can show effort and commitment in refining and adjusting ideas.*

How well can I improve in making responsible decisions to become a good citizen?

Milestone 1 Y1/Y2

*I can make a good decision that will help others.
I know what I can do or say can make my home/school/area a better place.
I know that what I do or say can affect others.*

Milestone 2 Y3/Y4

*I am able to think about decisions that will help others and help to improve my environment.
I know that a "responsible decision" is a choice that makes places better or people feel better.
I know that responsible decisions help to improve my home/school/area.
I know that what I do or say can affect others in positive and negative ways.
I can discuss and explain why decisions can positively impact on other people or places.*

Milestone 3 Y5/Y6

- I can discuss and explain why decisions can negatively impact on other people or places.*
- I understand that a citizen is someone who lives in and therefore affects that area/those people in that area.*
- I know that responsible decisions help to improve my home/school/area.*
- I know that being a good citizen means to have a positive impact on my area and the people around me.*

How well can I develop a more healthy and safe lifestyle?

Milestone 1 Y1/Y2

- I can talk about how to be safe.*
- I can say what is unsafe.*
- I can choose between safe and unsafe.*
- I know that healthy means to look after myself.*

Milestone 2 Y3/Y4

- I can describe why a situation or choice is safe.*
- I can describe why a situation or choice is unsafe.*
- I can describe ways of being healthy and making healthy choices.*
- I identify unhealthy choices.*

Milestone 3 Y5/Y6

- I can differentiate between a safe situation and an unsafe situation.*
- I can explain choices in being safe and unsafe.*
- I can explain why healthy decisions are needed and that some decisions can have a long-lasting impact.*
- I understand that it is best to make healthy decisions earlier rather than later.*
- I can begin to advise others on making healthy choices.*

How well can I develop my relationships with others?

Milestone 1 Y1/Y2

- I can show an awareness of someone who is talking.*
- I can show an understanding that one's own behaviour affects other people.*
- I can listen to other people's point of view.*
- I can begin to think how others feel when I say or do something.*

Milestone 2 Y3/Y4

- I can listen to others, showing attention.*
- I can think of the effect of behaviour on others before acting.*
- I can describe the points of view of others.*
- I can empathise with someone else's point of view.*

Milestone 3 Y5/Y6

- I can listen first to others before trying to be understood.*
- I can change behaviours to suit different situations.*
- I can describe and understand others' points of view.*

Appendix 4

Confidentiality Statement (originally formed an appendix to the Visitors Policy)

When visitor come into school to help to present part of the curriculum, it is essential that they observe the school's policy of confidentiality. Occasionally, children will speak about their own lives, or their own experiences of others who are known to them, and therefore reveal aspects of their lives which are not meant to be heard by others. The things that they say may be true or not true. However, regardless of their truth or falsity, whatever they say must be kept confidential. If the visitor is concerned, then they must speak to the teacher or the head teacher or deputy head teacher about their concerns and hand the matter over to them.

Child Protection issues will follow the normal school procedure.

The school's policy on confidentiality also includes any overheard conversations or discussions between staff or parents.

The school takes the matter of confidentiality very seriously, and it forms part of the induction process of all new staff and people who work within the school.

Appendix 5

Letters to Parents (Year 2) (copies to send out are kept on the office system)

Dear Parents

I am writing to inform you about additional content in the current topic in Year 2 which is called Variation. This topic includes many learning objectives which address aspects of living things including plants, animals and humans. The additional curriculum content fits into the following learning objectives:

Identify ways in which humans are like each other.

Identify ways in which humans are similar to each other and ways they are different.

Recognise that human appearance changes over time.

Hanley St Luke's is currently focusing on improving its Sex and Relationships Education and is receiving close support and guidance from the Health Promoting Schools Scheme. As part of this ongoing development, it has been recognized that additional curriculum content is necessary within this topic of study in order to fall in line with requirements of the statutory Curriculum 2000 Science Orders.

A small discussion group was set up to discuss these issues. Members of this discussion group included parents from both Key Stages, teachers, a governor, health worker and a Health Promoting schools adviser. This will be a natural progression from work on similarities and differences between boys and girls. The new vocabulary that the children will learn will be "penis" and "vagina". It is felt that knowing the correct scientific terminology from a younger age will help towards reducing embarrassment about naming these body parts, and will help the children to see that these differences are natural and have proper names which it is important to know.

This extra vocabulary will be brought into lessons in the same way that any new words would be introduced to the children. Very basic cartoon diagrams will be used, all within the context of similarities and differences.

It is a national requirement for children of Key Stage 1 to learn the correct names for external parts of the body, including the sexual parts. These body parts will not be referred to as "the sexual parts", only identified as a key difference between male and female.

The place in the school curriculum where this fits most appropriately within the current science topics is the Year 2 Variation topic.

I would appreciate it if you would return to pro-forma to school to acknowledge receipt of this letter as soon as possible.

Hanley St. Luke's CE Aided Primary School

I confirm that I have received the letter about the Year 2 Variation topic.

Child's name Class

Signed Printed

Letter to Year 3,4 and 6 (copies to send out are kept on the office system)

Dear Parents,

I am writing to inform you about some of the lessons that form part of this half-term's PSHE (Personal, Social and Health Education) topics. Hanley St Luke's has adopted the Stoke-on-Trent schools PSHE curriculum and has received advice from the Healthy Schools team on the implementation of this scheme of work in our school.

In Year Two, your child was introduced to the correct scientific terminology for the sexual parts of the body. In order to develop this important knowledge and understanding, some of the PSHE lessons in the subsequent year groups build on this by revisiting these terms and talking about them in a little more depth. It is in Year Five that our children receive much more detailed Sex and Relationships Education and it is not until this stage in your child's education that they are taught about sex and relationships. In Year Six, the theme of Sex and Relationships is revisited in PSHE but is not the main focus of the half-term's PSHE topic.

It is a national requirement for children of Key Stage 1 to learn the correct names for external parts of the body, including the sexual parts. In Key Stage 2, the National Curriculum in science states that pupils should be taught "to recognise and compare the main external parts of the bodies of humans and other animals" and also "that humans and other animals can produce offspring and that these offspring grow into adults".

As in all subjects, the PSHE curriculum aims to build on and to develop and increase each child's knowledge and understanding. If you do have any concerns or wish to see in more detail the content of the PSHE topics, please contact me or your child's class teacher and we will be pleased to address any of your concerns.

I would appreciate it if you would return to pro-forma to school to acknowledge receipt of this letter as soon as possible.

Yours sincerely,

Mrs Williamson.

Hanley St. Luke's CE Aided Primary School

I confirm that I have received the letter about my child's PSHE topic.

Child's name Class

Signed Printed