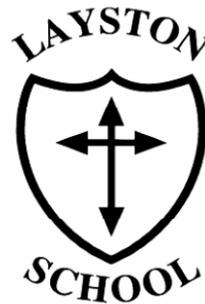




Layston C of E First School



Personal, Social, Health and Relationships Education (PSHRE) & Citizenship

Written: Feb 2020 *(Appendix 3 added May 2020 in light of Covid-19 pandemic)*

Reviewed & Drugs Ed added: Jan 2021

Review due: Jan 2023

Policy Review

This policy will be reviewed in full by the *Governing Body* bi-annually.

The policy was last reviewed and agreed by the *Governing Body* on

It is due for review in Spring Term 2022 (up to 2 years from the above date) by the *Governing Body*.

Signature

Date

Head Teacher

Signature

Date

Chair of *Governors*



1 Introduction

At Layston School we pride ourselves in fostering a nurturing environment for all where we promote positive physical health, mental wellbeing and spiritual and social connection. We help our pupils acquire the knowledge, understanding and skills they will need to face their futures with confidence and thrive as individuals, family members and members of society. We maintain that everyone within our school community is of unique value and teach and expect tolerance and compassion. Our commitment to a nurturing culture and environment, embedded in our Christian ethos, supports the academic as well as social and emotional needs of our pupils. (See Behaviour & RE policies.)

2 Curriculum Intent & Outcomes

Through our teaching children learn to:

- become confident, resourceful, inquisitive and independent life-long learners, who take responsibility for and enjoy their learning.
- develop their self-esteem and a positive identity so they can build and sustain secure relationships with themselves and other people.
- develop self-respect and encourage them to respect the ideas, attitudes, values and feelings of others.
- understand, and apply to their lives, the Christian values that underpin our school ethos (community, humility, compassion, stewardship, reverence, justice, service, friendship, forgiveness, wisdom, love, trust, thankfulness, courage & endurance, hope and peace).
- develop a sense of belonging to a caring Christian community which will support their personal development and spiritual growth.
- show respect for all cultures and, in so doing, promote positive attitudes towards other people.
- grow into numerate and literate, reliable and responsible citizens who contribute positively to society and aspire for their futures and careers.
- develop the confidence and capacity to change their minds, to learn from mistakes and develop a flexible and resilient mindset through providing a culture of 'Growth Mindset' (Carole Dweck).
- develop the 4 learning behaviours outlined by Professor Guy Claxton's 'Building Learning Power': **Resilience** (be ready, willing and able to recover from set-backs on their life journey), **Resourcefulness** (being ready to learn in different ways and deal skilfully with new or difficult situations), **Reflectiveness** (being ready, willing and able to explore their opinions, thoughts, feelings and behaviours and change them if they wish) and **Reciprocity** (being ready, willing and able to engage in a mutual exchange of learning, skills and ideas).
- know how to keep safe, develop and maintain balanced physical health and mental well-being, problem-solve creatively and develop internal discipline.
- know fact from opinion and right from wrong (both morally and legally).

3 Curriculum Implementation - Effective Learning

We encourage children to take responsibility for their own learning through sharing the learning objectives and expected outcomes with them, encouraging discussion and questioning, valuing pupil input, promoting a culture of Growth Mindset, and reflecting on how they learn and what supports or creates barriers to their learning (see Teaching & Learning policy).

4 Curriculum Implementation - Effective Teaching

Within the context of a broad and balanced curriculum for Personal, Social, Health & Relationships Education (PSHRE) sit the **statutory** curriculums of SRE (Sex and Relationships Education) and HE (Health Education). The DfE have devised a statutory national curriculum for SRE and HE that is to be implemented from September 2020. This has been discussed with our feeder middle schools (Edwinstree and Ralph Sadleir) to ensure continuity and progression. Layston is not required to deliver sex education as this does not arise in the science curriculum until Year 5 and is covered by our two feeder middle schools. We are however, required to deliver a Relationships Education. The curriculum of PSHRE is planned and timetabled across the school. Each year group has a curriculum map identifying what will be taught in each term (see Appendix 1). We base our PSHRE teaching on our knowledge of the children's age and stage as well as the needs of our community identified through discussions with parents, children and other stakeholders (governors, staff, feeder schools, the church and local police).

Teaching starts with clear and relevant learning objectives planned from the National Curriculum, PSHE Association Programmes of Study and the children's existing knowledge and understanding. Teaching also compliments the other national curriculum subjects (e.g. PE, RE, science) rather than repeating content. We provide a 'spiral curriculum' where learning themes are revisited across the year groups so they can be explored at greater depth and at age appropriate levels. Where appropriate learning is based on first-hand experience and made relevant to the children's lives and that they are given opportunities to reflect. Our commitment to developing a Growth Mindset approach to learning encourages children to use their knowledge and skills flexibly to work together and solve problems. Each week all our children spend an hour involved in Forest School - further enriching PSHRE through the additional resources of our school grounds and encouraging both connection with their environment and risk taking and risk assessment.

Our curriculum Knowledge Organisers and lesson plans contain information about the learning to be set, the resources needed, and the language to be mastered. The curriculum is embedded in our whole school commitment to promote healthy and balanced lifestyles. We conduct all our teaching in an atmosphere of trust and respect for all.

5 Curriculum Implementation - Effective Resourcing

Stories, songs and video clips will often be used to support the delivery of the PSHRE curriculum. A list of these are to be found in Appendix 2.

There are 'Persona Dolls kept in Year 1 for all teachers to use.

PSHE Association website: www.pshe-association.org.uk

6 Curriculum Implementation - The Role of Governors

Our governors determine, support, monitor and review all the school policies.

The PSHRE co-ordinator, Susie Betley, has updated governors on the latest guidance and legislation regarding SRE and HE and they have been involved in the development of this policy.

The link governor for PSHRE is Margaret Lawrence.

7 Curriculum Implementation - The Role of Parents in Learning

Parents have a fundamental role to play in helping children to learn. Parents have been involved in the development of this policy and through discussing PSHRE with their children, they too have been involved.

We believe that parents have the responsibility to support their children and the school in implementing school policies.

Susie Betley, the Mental Health Lead & PSHRE co-ordinator, has produced 2 booklets to support parents. 'Tips & Support for Promoting Positive Mental Health' and 'Learning to Beat Anxiety: A parent's guide to anxiety & strategies to support your child'. Both these booklets are given to new parents and are also available from the school office on request.

8 Attachment Aware Practice

We understand that children need to have healthy attachments in order to feel safe. One way that we ensure this is through developing the children's sense of belonging to Layston School, a Christian community, and their class. All staff work hard to build healthy relationships with the pupils and to support them in their learning and play. We recognise that children with poor attachment may feel anxious coming into school and we will strive to be mindful of these pupils and help them to feel that they have a safe adult who is 'holding them in mind' throughout the school day. This is usually, though not necessarily, the class teacher or TA. We respond to all anti-social behaviour in a calming and soothing manner in order to deescalate the situation, and support the child through co-regulation. Only then can the child begin to learn the pro-social alternatives to their behaviour choices.

We aim to meet and greet each child in our class every morning. The head is also present on the playground at the beginning of each day to speak to parents and welcome everyone to the school. This helps to reduce parental anxieties and enables us as a staff to respond quickly to any issues that may have arisen at home. We also recognise the importance of 'Good Goodbyes' and have a very thorough practice in place for transitions (to the school, from class to class, and from the school to the middle schools), through visits, social stories, transition booklets, and meetings.

9 Protective Behaviours

Susie Betley is trained in Level 2 Protective Behaviours and has built this into the PSHRE curriculum. Protective Behaviours has 2 themes. Firstly, that we all have the right to feel safe all the time. Secondly, that we can talk to someone about anything no matter if it's awful or small. All children will be asked to identify on their protective behaviours hand who they can talk to if they need to. This will be revisited throughout their time at Layston as our supportive networks often change over time. We understand all behaviours are linked to feelings and thoughts which is also embedded in the STEPS behaviour management training we have all received.

10 Social, Moral, Spiritual & Cultural (SMSC) Education

PSHRE supports the school's statutory responsibility to promote pupil wellbeing (see SMSC policy).

11 Safeguarding

PSHRE supports the school's statutory responsibility to safeguard all its pupils (see Child Protection policy and Keeping Children Safe in Education document).

12 Relationships Education

Statutory legislation & guidance

At Layston we teach the statutory Relationships Education. Sex and Relationships Education starts at the middle schools, building on the learning the children have experienced in their first school setting.

Relationships Education is based on the DfE curriculum guidance and the Sex Education Forum's 12 Principles of good quality SRE teaching, which are as follows.

- 1) SRE teaching is an identified part of the curriculum and is planned and timetabled across all key stages.
- 2) SRE is taught by regularly trained staff.
- 3) The teaching content is discussed in partnership with parents/carers as well as how they can contribute at home.
- 4) Teaching will be delivered in a way where children feel safe and encouraged to participate.

- 5) Teaching is based on reliable sources of information, including the law and legal rights and the difference between fact and opinion.
- 6) Teaching promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of the children (including friendships, families, consent, and on-line safety).
- 7) Teaching promotes a positive view of human sexuality with honest and medically accurate information so pupils can learn about their bodies and [sexual/reproductive health] in ways appropriate to their age and stage.
- 8) Teaching provides opportunities to reflect on values and influences (peers, media, faith, culture) that may shape their attitudes to relationships [and sex] and nurtures respect for differing opinions.
- 9) Teaching includes learning how to get help from sources such as the school nurse and other health/advice services, including reliable on-line information appropriate to the children's age and stage.
- 10) Teaching fosters gender equality and LGBT+ (lesbian, gay, bisexual and transgender) equality and challenges all forms of discrimination in lessons and the day to day life of the school.
- 11) Teaching meets the needs of all pupils with their diverse experiences including those with special educational needs and/or disabilities.
- 12) Teaching seeks pupil and parent views about SRE so that learning can be made relevant to their real lives and assessed and adapted to meet changing needs over time.

Parents will be able to see what is taught and when by accessing the Curriculum Maps and Knowledge Organisers on the school website. Parents cannot withdraw their children from Relationships Education but may, through discussion with the head teacher, withdraw their child from the sex education element of SRE. This is not currently relevant to Layston School as we do not deliver sex education.

Roles & responsibilities

Susie Betley has received training on the latest government guidance on Health Education and Sex and Relationships Education. She has written this policy in consultation with the relevant stakeholders, as well as devising the Curriculum Maps and Knowledge Organisers for each year group according to statutory and non-statutory guidance to ensure continuity and progression. PSHRE will be delivered by class teachers.

Curriculum design

The curriculum has been devised using the DfE guidance and PSHE Association programmes of study, and in consultation with our feeder schools to ensure

continuity and progression. Please see the school website for the Curriculum Maps and Knowledge Organisers for each year group.

Relationships Education will cover:

- What is a relationship? Friendships, family relationships and in school.
- What makes a healthy/unhealthy relationship?
- Who supports us and who is in our personal support network? - dealing with problems and difficulties.
- How can we develop kindness, consideration, respect, honesty and truthfulness?
- On-line safety.
- Permission seeking and giving (this precedes the concept of 'consent' in later years).
- Personal privacy and boundaries.
- Sharing interests & experiences.
- Abuse/bullying and who to report it to.

Safe & effective practice

At Layston we offer a culture of openness within PSHRE lessons where questioning and clarification are encouraged and respected. Safeguarding procedures are held in mind when delivering the PSHRE curriculum. See section 14 of this policy.

Monitoring, reporting & evaluation

See section 17 of this policy.

13 Health Education (including drug education)

Statutory legislation & guidance

Health Education is statutory for all children in state primary and secondary education. It includes promoting positive physical health and mental wellbeing.

Roles & responsibilities

Susie Betley has received training on the latest government guidance on Health Education and Sex and Relationships Education. She has written this policy in consultation with the relevant stakeholders, as well as devising the Curriculum Maps for each year group according to statutory and non-statutory guidance to ensure continuity and progression. Health Education will be delivered by class teachers.

Curriculum design

The curriculum has been devised using the DfE guidance and PSHE Association programmes of study, and in consultation with our feeder schools to ensure

continuity and progression. Please see the school website for the Curriculum Maps for each year group.

Health Education will cover:

- How we can make good decisions about our physical health and mental wellbeing and that the 2 are interlinked.
- The '5 Ways to Wellbeing' and reducing the stigma attached to mental health difficulties.
- The characteristics of good physical health and mental wellbeing, including the right amount of sleep, nutrition, exercise, limits to screen time, hygiene and basic first aid.
- Knowing what normal physical health is and when to seek help.
- Developing emotional literacy so that children can talk about and label a range of feelings and know when to seek help.
- How bullying can affect our mental and physical health.
- Understanding proportional responses to our emotions.
- Developing strategies for self-regulation and resilience.
- Knowing how to be safe around medicines and the impact of smoking and drug misuse.

Drug Education

This is an integral part of the PSHRE curriculum and reflects the whole school aims to provide a caring community in which young people can learn to respect themselves and others and take responsibility for their own actions. We are committed to the health and safety of all members of the school community and will take action to safeguard their well-being.

This school defines the term "drug" as any substance which affects the way in which the body functions physically, emotionally or mentally and includes tobacco, alcohol, solvents, over-the-counter and prescribed medicines as well as illicit substances.

All non-medical drugs on school premises are unacceptable, excepting the legitimate use of solvents by authorised staff in the course of their work and of alcohol out of school hours with the permission of the head teacher e.g. at FOLS events. Smoking is strictly prohibited on school premises.

Intent

- To increase understanding about the implications and possible consequences of drug use and misuse;
- To help children distinguish between different substances, consider their uses, benefits and harm. All medicines are drugs - not all drugs are medicines;

- To encourage an understanding for those experiencing or likely to experience drug use (including those dependent on medicinal drugs);
- To widen understanding about related health, social and legal issues;
- To be mindful of vulnerable pupils who are at risk of becoming involved in county lines and take appropriate action to safeguard them;
- To enable children to identify where help and support can be found.

We will implement this through:

- A co-ordinated and consistent approach to the curriculum and to possible drug related incidents;
- An appropriate teaching programme which responds to pupils' needs;
- Clearly defined learning outcomes for lessons and other inputs;
- Reinforcement of key messages at different ages and stages and in different situations;
- Content and teaching approaches, which match the needs and maturity of all pupils, including those with special education needs and English as an additional language;
- Integration of drug education into the creative curriculum;
- Involvement of the whole community, including staff, governors, parents, pupils and relevant visitors;
- Training and support for staff in the planning and delivery of drug education;
- Regular revision of policy and practice;
- Recognising that adults are role models for children and committing ourselves to a smoke-free environment both inside and outside on school premises.
- Opportunities for drug education are identified on long term (Curriculum Maps), medium term (Knowledge Organisers) and short-term lesson plans. We plan for continuity and progression of skills development from EYFS into KS1 and finally KS2.

Response to possible drug related situations

We will consider each situation individually and recognise that a variety of responses may be necessary. These responses may link to other policies such as Behaviour or Health and Safety and Child Protection.

We will consider very carefully the implications of any actions we may take. We will inform parents at the earliest opportunity so that we can work together to support the child.

The child should always be told when information is to be passed on. Information concerning risk to the pupils must be passed to the headteacher (DSP) or deputy headteacher (deputy DSP) immediately and he/she will consult parents and other appropriate adults.

In responding to any situation we seek to balance the interests of the individual, other members of the school and the extended community. Our focus will always be on the individual child, not the drug.

Guidelines – if a pupil is found with a drug or similarly misuse-able substance

- Obtain medical help if necessary. Keep any evidence of what has been taken, such as substance, package or vomit. If it is a medical emergency phone 999 and then parents.
- Take the substance from the child and place in a safe container, if possible in front of a witness.
- Notify parents.
- Inform Police (School Liaison Officer or Community Officer) if this is considered appropriate and follow their advice.
- Arrange whatever help the pupils need, such as counselling from the appropriate agency.
- Work with the parents to agree an action plan, possibly to develop self-esteem or different social interests.
- Record the incident onto the school drug incident record sheet

Safe & effective practice

At Layston we offer a culture of openness within PSHRE lessons where questioning and clarification are encouraged and respected. Safeguarding procedures are held in mind when delivering the PSHRE curriculum. See section 14 of this policy.

Monitoring, reporting & evaluation

See section 17 of this policy.

Mental Health Lead

The school's Mental Health Lead is Susie Betley (SENDCo) and the deputy is Steph Strachan (HLTA). The governor responsible for mental health is Margaret Lawrence.

A booklet about managing and promoting positive mental health has gone out to all families and was written by Susie in conjunction with the mental health lead at Millfield First School (our sister school in Buntingford).

We promote the 5 Ways to Wellbeing across the curriculum, through encouraging **healthy, active lifestyles**, emotional literacy and a **love of learning**. An enjoyment of and **connection** to nature is promoted through Forest School activities. Our Christian ethos encourages children to connect with each other and God in whatever form they see God. It also promotes **giving** both materially through fund raising but also spiritually through random acts of kindness, compassion and

forgiveness. We develop their ability to **take notice** through mindfulness, daily Collective Worship and Forest School. The booklet also lists useful resources such as the Healthy Young Minds in Herts website to support parents, staff and pupils. The booklets are available in each classroom and from the school office (see Mental Health policy).

14 Managing Difficult Questions

We understand that primary-age pupils may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out in Relationships Education. In addition to this, children in the same class may differ developmentally. As teachers we will be mindful of providing children with developmentally appropriate information, and the possibility of talking in small groups if necessary and appropriate. We feel these are the type of issues that would be appropriate/inappropriate to discuss at Layston and what our response will be:

Appropriate:	Inappropriate:
<ul style="list-style-type: none"> -Discussion about changing adolescent bodies using the correct vocabulary -Questions about feelings 	<ul style="list-style-type: none"> -Details regarding sex acts -Requests for personal information -Specific details about drug use that are not age appropriate (e.g. details about exactly how to take specific illegal drugs)
<p>Response: Follow the PSHRE guidance using correct language. If in doubt tell the child you will get back to them and discuss with PSHRE co-ordinator.</p>	<p>Response: Tell the child calmly and without making them feel embarrassed that it is not an appropriate question to answer in this class and that if they need further information, they should ask their parents.</p>

15 Confidentiality

Some pupils may choose to mention instances of drug use or sexually inappropriate activity in class or with individual members of the school community. While staff want to be supportive, it is clear that they work within child protection guidelines. Staff should clearly state that they cannot guarantee confidentiality if the pupil is at risk. (see Child Protection policy)

16 The Law

Pupils will be made aware of the difference between right and wrong, both morally and legally. Pupils at Layston will be made aware of the law at an age appropriate level regarding:

- Consent
- Violence against another person
- On-line behaviours
- Substance misuse
- Exploitation by gangs
- Extremism/radicalisation
- Criminal exploitation
- Hate crime

17 Diversity, SEND & Inclusion

At Layston we remain sensitive to the range of religious and cultural views about adolescence and growing up, sexuality, gender identity and sexual behaviours, whilst still ensuring that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. We will challenge all forms of discrimination and bullying through the teaching of rights and responsibilities, the law and the difference between fact and opinion.

The curriculum delivered will be age and stage appropriate, meeting the needs of those with special educational needs and/or disabilities through differing teaching styles and approaches. High quality teaching will be differentiated and personalised according to need. Where necessary, specialist advice can be sought (see Equality & SEND policies and SEND Code of Practice).

We remain aware that some pupils are more vulnerable to exploitation and bullying due to the nature of their SEND and will be supportive and inclusive.

18 Curriculum Impact - Assessment

Teachers assess the children's work in PSHRE by making informal judgements as they observe them during lessons and by doing formal assessments of their work, measured against the specific learning objectives set for the learning. Children are encouraged to self-assess and peer assess against the learning objectives. We have clear expectations of the knowledge, skills and understanding each child needs to have at the end of each key stage (see Appendix 1 PSHRE Curriculum Map). We report these achievements to parents each year in an end of school report as well as verbally during parent consultations.

19 Curriculum Impact - Monitoring and Review

The PSHRE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. This may be done through lesson observations, work scrutiny, pupil voice interviews and parent chat meetings which take place every half term.

This PSHRE and citizenship policy should be read in conjunction with the following policies:

- RE
- Collective Worship
- Behaviour and Discipline
- Health, Safety and Welfare Policy
- Mental Health
- Bereavement
- Anti-Bullying
- Child protection
- Teaching & Learning
- Equality
- SEND & Inclusion
- Assessment, Recording and Reporting

We are aware of the need to review this policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of Layston. We will review this policy during the summer term 2022.

Appendix 1

Layston School PSHRE&C Curriculum Map 2019-20	
<p><u>Managing risk and decision-making are integral to all of the skills listed below.</u></p> <ol style="list-style-type: none"> 1. Identification, assessment (including prediction) and management of positive and negative risk to self and others 2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information) 3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion) 4. Assessing the validity and reliability of information 5. Identify links between values and beliefs, decisions and actions 6. Making decisions 	
<p>Intrapersonal skills embedded throughout.</p> <ul style="list-style-type: none"> ✓ Self-reflection ✓ Seeking & utilising constructive feedback ✓ Effective goal setting ✓ Identifying unhelpful 'thinking traps' (generalising & stereotyping) ✓ Developing resilience (self-motivation, perseverance & adaptability) ✓ Self-regulation (Growth Mindset & managing emotions & impulses) ✓ Recognising & managing peer influence ✓ Self-organisation ✓ Developing strategies for accessing appropriate help & support (Protective Behaviours) ✓ Clarifying own values and re-evaluating considering new learning, experiences or evidence ✓ Developing creative thinking ✓ Developing & maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect) 	<p>Interpersonal & social skills embedded throughout.</p> <ul style="list-style-type: none"> ✓ Developing empathy & compassion (including the impact on decision making & behaviour) ✓ Respecting others' right to own beliefs, values & opinions ✓ Evaluating the arguments and opinions of others ✓ Developing active listening & communication (including assertiveness) ✓ Developing teamwork ✓ Developing negotiation (flexibility, self-advocacy & compromise) ✓ Developing leadership skills ✓ Developing presentation skills ✓ Developing goal setting and aspirations ✓ Taking positive risks ✓ Recognising, evaluating, and utilising strategies to manage influence ✓ Valuing & respecting diversity & core British Values ✓ Building & maintaining healthy relationships

Resources to support delivery: PSHE Association website, SEAL resources, Mental Health & Protective Behaviours resources

PSHRE&C Curriculum Map 2019-20 - Reception		
Autumn	Spring	Summer
<p><u>SEAL RESOURCES -New beginnings</u> -Classroom routines and expectations -Belonging – families & school -Self-awareness -My feelings -Sharing Physical: -Move with safety and control around the environment -Manage own personal hygiene with support when required -Independently wash hands -Change for PE beginning to manage own clothing and fastening</p> <p><u>SEAL RESOURCES-Getting on and falling out</u> -Friendships- playing with others -Saying sorry -Golden rules -Expressing feelings -Resolving conflicts Physical: -Safety – road awareness and expectations on a trip</p>	<p><u>SEAL RESOURCES -Going for goals</u> -Knowing myself -What is a goal -Set goals for myself -Planning -Persist to achieve a goal Physical: -Negotiate space successfully when playing with others – chasing, parachute, games</p> <p><u>SEAL RESOURCES-Good to be me</u> -Talk about feelings and reasons – excited and proud -Take risks -Express own wants, needs, rights appropriately Physical: Health and safety – visits into school</p>	<p><u>SEAL RESOURCES-Relationships</u> -Express feelings when sad /angry -Understand fair/unfair -Talks about feelings of loss or when something is missing/absent -Talk about those they love -Recognise others' feelings Physical: -Explore healthy practices developing awareness -Move with confidence and control– practice races</p> <p><u>SEAL RESOURCES-Changes</u> Key skills/learning -Know and talk about how I have changed /grown -Remember past feelings -Know how change makes me feel -Help others when they feel sad -Know how to make my classroom etc better Physical: - Demonstrate safety learnt and manage risks successfully -Independently manage their own clothing and personal needs -Demonstrate and know the importance of good health and safety - Sun safety</p>

PSHRE&C Curriculum Map 2019-20 – Year 1		
Autumn	Spring	Summer
<p><u>SEAL RESOURCES - New beginnings</u> SRE: Devising a class charter (R4, L1, L2) SRE: Getting to know each other (R1, R12, R13, R14, L3) HE: Hand washing (H7) SRE: Looking after each other and our school environment & happy playtimes (R1, R2, R6, R10, R11, L1, L5) HE: Making choices (H2)</p> <p><u>SEAL RESOURCES - Friendship</u> SRHE: Making friends (R1, R12, R13, R14, L3) – what makes a healthy relationship? SRHE: Falling out with a friend & making up (R1, R2) Managing anger (H4) SRE: Anti-bullying (R12, R13, R14) HE: Hazards in the home and fire safety (H12) HE: Road safety/stranger danger (H12)</p>	<p><u>SEAL RESOURCES - Going for goals</u> HE: Setting a simple personal goal (H3) SRHE: Our likes and dislikes (H2, R8, L9) HE: Feeling proud & being special (H3, L8) HE: Recognising worries (H4) HE: Staying calm and relaxed (H4)</p> <p><u>SEAL RESOURCES -Good to be me</u> SRHE: recognising and naming body parts (H10, H16, R10) Cleaning teeth (H1) SRHE: remembering being a baby (H8, H9) SRHE: what can I do now I'm bigger? (H8, H9) HE - drugs: how do medicines get into the body? (H11) HE - drugs: how do use medicines to keep us healthy & how can medicines harm me? (H11)</p>	<p><u>SEAL RESOURCES - Changes</u> SRE: Asking for help (H13, H14, R9, L10) SRE: Feeling loved and cared for - families (H13, H14, R9) SRHE: Managing uncomfortable feelings – anxiety and jealousy (H4) SRHE: Secrets & surprises (R3, H15) HE: Dealing with worries (H4) SRHE: Supporting each other (H13, H14, R7)</p> <p><u>SEAL RESOURCES - Relationships</u> SRE: Listening effectively (R6) SRE: Expressing opinions (R5, R6, R7) SRE: Knowing right and wrong (R4) HE: Needs of living things (H1) Developing responsibility - looking after animals Who else looks after animals? (L3) HE: Moving on – changes and transitions (H9)</p>
PSHRE&C Curriculum Map 2019-20 – Year 2		
Autumn	Spring	Summer
<p><u>SEAL RESOURCES - New Beginnings</u> SRE: Devise a class charter (R4, L1, L2) SRE: Getting to know each other (R1, R12, R13, R14, L3) SRE: Communities we belong to (L4) HE: Keeping our bodies healthy (H1) HE: 5 Ways to Well-being (H1) Saving energy, reduce/reuse/recycle (L4)</p> <p><u>SEAL RESOURCES - Friendship</u> Money – why do we have it, keeping it safe, can I afford it? Wants vs needs (L6, L7) What does it mean to be rich? – material vs quality of life (L6) SRE: Getting on/anti-bullying (R1, R12, R13, R14, L3) SRE: Constructive feedback (R7) HE: On-line safety (H12)</p>	<p><u>SEAL RESOURCES - Going for goals</u> Setting simple goals (H3) HE: household substances & safety (H11) HE: how do medicines affect the body? (H11) HE: the dangers of medicines (H11) SRHE: Making safe choices (H2) SRE: Protective Behaviours – who can we go to for help? (H13, H14, R12, R13, R14)</p> <p><u>SEAL RESOURCES -Good to be me</u> HE: personal hygiene (H1, H6, H7) HE: privacy & secrecy (H15, H16, R3, R10) HE: Healthy eating & keeping fit (H1) HE: Human life cycle (H8) Food from around the world & Fairtrade (L3)</p>	<p><u>SEAL RESOURCES - Relationships</u> SRHE: Developing healthy relationships (H13, R1, R2, R6, R10, R11) – families & friendships Living in a diverse world (L4, L9) SRE: Special people & people who help us (H13, R9, L10) Making difficult choices – right & wrong (H2, R4)</p> <p><u>SEAL RESOURCES - Changes</u> SRHE: Habits & making choices about our own behaviour (H2, R2) SRE: Living in a diverse world – celebrating similarities & differences rights & responsibilities (R8, L3, L9) HE: Being unique (H3, L8) HE: Changes & loss (H5) HE: Changing our behaviours (H9)</p>

PSHRE&C Curriculum Map 2019-20 – Year 3		
Autumn	Spring	Summer
<p><u>SEAL RESOURCES - New Beginnings</u> Devise a class charter (H15, L2) SRE: Celebrating uniqueness – gifts/talents/self-image (H5) Identifying strong feelings and how to deal with them appropriately – anxiety, anger, excitement (H6, H7, R1) SRE: Working cooperatively (R2, R3, R4, R7, R10) SRE: Establishing & maintaining happy playtimes (R1, R2) – qualities of a good friendship SRE: Understanding and respecting opinions – opinion vs fact (R10, L3, L8) <u>SEAL RESOURCES - Friendship</u> SRE: Making & keeping friends – what is a healthy relationship? What to do when falling out with a friend (R2, R3, R4, R7, R10, R12, L8) SRE: Anti-bullying – active bystander, support networks, talk (R18, L6) HE: What to do in an emergency in school (H15, H21) SRE: How to be safe online (H22, R21)</p>	<p><u>SEAL RESOURCES - Going for Goals</u> SRE: Understand equality vs discrimination (R13, R14, L3) Feeling good about themselves and setting goals (H5) HE: Understand the dangers of smoking and explain how it affects the body – habit vs addiction (H16, H17) Managing disappointment & being hopeful (H6, H7, R1) Standing up for myself/managing peer pressure (H13, H14) <u>SEAL RESOURCES - Good to be Me</u> SRE: understand how our bodies change as we grow, personal space & privacy vs secrecy (H18, H20, R8, R9) SRE: know our special people and support networks (H14, H23) SRE: Developing positive mental health – 5 Ways to Well-being (H1, R21, H23) HE: Developing positive physical health – balanced lifestyle & diet, cleanliness (H2, H3, R21)</p>	<p><u>SEAL RESOURCES - Relationships</u> HE: Where to go for help in an emergency out of school (H15, H21) HE: How to take responsibility (H11, L7) HE: Know how to make wise choices (H10, L8) HE: Know how to manage uncomfortable feelings (H6) SRE: Know how to support each other (R1, R8, L6) <u>SEAL RESOURCES - Changes</u> Jobs at home and school (class monitors) (L7) Begin to understand voting and debating (L7) Express having a say in the school community (L9) Understand and explore voluntary/community groups and how they contribute to the community, incl fundraising (L9, L10) HE: Change & transition (H8)</p>
PSHRE&C Curriculum Map 2019-20 – Year 4		
Autumn	Spring	Summer
<p><u>SEAL RESOURCES - New Beginnings</u> HE: Devise a class charter (H15, L2) SRE: Understanding rules and laws - why we need them, why and how rules and laws are made and enforced (L2, R2) Sustainability (L15) SRE: On-line safety (H22) <u>SEAL RESOURCES – Friendship</u> SRE: Self-Esteem/Friendship/Anti-bullying (H1, R18) SRE: Realise the consequences of antisocial and aggressive behaviours, such as bullying, for individuals and communities (R2, R3, R7) Money – planning, budgeting & saving (L13)</p>	<p><u>SEAL RESOURCES - Going for Goals</u> SRHE: Setting personal & shared goals (H5, R11) HE: safe use of legal drugs and medicines (H17) SRE: Making decisions and explaining choices – saying no to gangs & managing peer pressure (H13, H14) SRE: Keeping safe in my local area (H10, H14, R3, R8, R15, R21) <u>SEAL RESOURCES - Good to be Me</u> Fairtrade - Ethical living - Rights & responsibilities (L1) SRE: Social media, media & information (H4) SRE: Recognising & challenging stereotypes (R16) HE: Positive Mental Health & emotions (H1, H6, H7)</p>	<p><u>SEAL RESOURCES - Relationships</u> SRE: Equality vs discrimination (R13, R14, L3, L4) SRE: Living & working co-operatively – connectedness (R12, L9) SRE: Recognising & challenging prejudice (own & others) (R14, L4) SRE: Gender stereotypes (R16) SRE: To care about other people’s feelings and to try to see things from their points of view (R12) How people contribute to society (L9) <u>SEAL RESOURCES - Changes</u> SRE: change is normal – changes in my growing body (H18)</p>

<p>Explain views on issues that affect themselves and society (L1)</p>	<p>SRE: Keeping safe and developing independence (H11, H20, H23)</p>	<p>SRE: rites of passage & celebrating growing up (L12) HE: Wishes, hopes & dreams – aspiration (H5) HE: Responding to peer pressure recap (H13, H14) HE: Managing change & transition (H8)</p>
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Appendix 2

PSHRE – Useful books to start the talking

Theme	Book	Age range & description
WORRY	<i>Ruby's Worry</i> Tom Percival	Ruby loves being Ruby. And then one day she discovers a small worry. Just a small worry, but when the worry starts to grow it won't leave her alone. A lesson in talking about our worries. EYFS & KS1
WORRY	<i>When I'm Feeling Nervous</i> Trace Moroney	Feeling nervous is uncomfortable but it can also mean you're about to do something really brave. What do you do when you feel nervous? A useful tool for helping young children develop increased confidence, optimism & hopefulness. EYFS & KS1
WORRY	<i>What's worrying you?</i> Molly Potter	Exploring different scenarios that might make a child worry, includes helpful guidance about how worrying might make them feel, what they might be thinking & what could help them feel better. KS2
WORRY	<i>How Big are your Worries?</i> Jayneen Sanders	Little Bear is a worrier. He worries about simply everything. But with Mama Bear's help, he learns some helpful coping skills and soon realises that his worries are not so big after all. EYFS & KS1
WORRY	<i>Put Your Worries Away</i> Gill Hasson	A helpful book for school children feeling anxious, nervous, or fearful. Includes explanations of how our bodies respond to worries and clearly explains a range of calm down strategies.
WORRY	<i>A Little Spot of Anxiety: a story about calming your worries</i> Diane Alber	Explains anxiety in child friendly way, providing real ways to manage worries. KS1&2
WORRY	<i>Hey Warrior</i> Karen Young	An insightful book that helps children understand how and why our brains & bodies respond to anxiety, thus empowering them with knowledge of what is happening and how they can manage anxious thoughts. KS2
FEAR/WORRY	<i>Me & My Fear</i> Francesca Sanna	A story exploring how overwhelming fear can become, especially as we face new situations our lives – in the case of the girl in the story, moving to a new country & starting school there. Includes

		special reminders that fear can be helpful, that we can learn to manage our fears, and that we all carry fears with us.
WORRY	<i>I am Peace: a book of mindfulness</i> Susan Verde	A book that offers children a series of strategies for managing worry.
WORRY	<i>The Huge Bag of Worries</i> Virginia Ironside	Jenny tries to find different strategies in an attempt to rid herself of the big bag of worries she carries around each day. KS1
WORRY	<i>What To Do When You Worry Too Much</i> Dawn Huebner	A great resource for children talking clearly about what worries are, how they make you feel, and clearly explains a range of options for managing worries (self-talk, physical activity & relaxation). KS2
WORRY/SADNESS	<i>No Worries!</i> Mindful Kids	Activity book including simple exercises to help children tackle anxiety, sadness and stress, as they use creativity to combat negative feelings, work out why they feel worried, and how to put stress back in its [place through writing, doodling, colouring and drawing. KS2
ANGER	<i>When Sophie gets Angry – Really, Really Angry...</i>	Ideal for discussing how we all feel anger but it is about learning how to manage it appropriately.
ANGER	<i>The Red Beast</i> K.I. Al-Ghani	Ideal for discussing how we all feel anger but it is about learning how to manage it appropriately. Good for pupils with ASC.
ANGER JEALOUSY FEAR LONELY KIND LOVED	<i>When I'm Feeling Angry...</i> Trace Moroney	The 'When I'm Feeling...' series includes books on a range of emotions, introducing them to children and exploring strategies for expressing our feelings in ways that are appropriate and acceptable to ourselves and others. KS1
BIG FEELINGS	<i>The Boy with Big, Big Feelings</i> Britney Winn Lee	Great for children who experience 'big' feelings. Though he tries to cope by stuffing down his feelings, with a little help and artistic inspiration, this boy realises that feelings are something to be celebrated.
FEELINGS	<i>1-2-3 My Feelings & Me</i> Goldie Millar	Exploring feelings with younger children, how feelings affect our bodies and minds, alongside strategies for learning to manage overwhelming emotions. EYFS & Year 1

FEELINGS	<i>How Are You Feeling Today?</i> Molly Potter	Fun & imaginative ways to help children understand and cope with a range of different emotions. KS1 & Early KS2
FEELINGS	<i>How Are You Peeling?</i> <i>Foods with Moods</i>	Fun images of fruit and veg with expressions. Good for discussing emotions in a non-personal way. EYFE, KS1&2
FEELINGS	<i>My Many Coloured Days</i> Dr Seuss	Illustrations & simple rhyming couplets to discuss emotions with young children. EYFS & KS1
FEELINGS	<i>The Colour Monster</i> Anna Llenas	Engage children in discussion about emotions through association with colour. A little girl helps a friendly monster to identify & sort his mixed-up emotions.
BEING TRUE TO YOURSELF	<i>The Mixed-Up Chameleon</i> Eric Carle	Discussion about how trying to be something you are not will not make you happy. EYFS & KS1
QUIET	<i>The Quiet Book</i> Deborah Underwood	Exploring different types of quiet (nervous excitement, concern, awe) inviting discussion about the emotions behind different types of quiet. EYFS KS1
FEAR OF MAKING MISTAKES GROWTH MINDSET	<i>The Dot</i> Peter Reynolds	A little girl believes she can't draw. But her teacher's response to her dot drawing makes her rethink. EYFS, KS1&2
FEAR OF MAKING MISTAKES GROWTH MINDSET	<i>It's Okay to Make Mistakes</i> Todd Parr	Todd Parr reinforces the importance of taking chances, trying new things, and embracing life, mistakes and all.
FEAR OF MAKING MISTAKES GROWTH MINDSET	<i>Your Fantastic Elastic Brain</i> Jo Ann Deck	Did you know you can stretch and grow your brain? Or that making mistakes is the best way your brain learns? An introduction to the anatomy & functions of the brain

PSHRE – Useful music to start the talking

Please double check all lyrics first.

Theme	Artist/Film	Song
Acceptance	Greatest Showman	This is me
Friendship	Toy Story 1	You Got a Friend in Me
Resilience	Trolls	Get Back Up Again
Accepting Yourself	Frozen	Let It Go
Connection	Louis Armstrong	Wonderful World
Feeling Proud	M People	Proud
Friendship	Ben E. King	Stand by Me
Friendship	Beatles	With a Little Help from my Friends
Belief in yourself	Robbie Williams	Love my Life
Support	Westlife	You Raise Me Up

PSHE Association accredited resources:

Premier League - links between physical and mental health

NSPCC - relationships & safeguarding

Childnet International - on-line safety

Medway - SRE

Jessie & friends - on-line safety

Betty - menstruation

Drugs Wise - keeping safe with drugs

PSHE Association also has support on sleep and stress for KS2

Other:

MindEd - mental health & wellbeing

www.healthyyoungmindsinherts.org

SEAL materials

Appendix 3: Covid-19 Pandemic – supporting pupil well being

- Resources available on school website under Parents - Positive Mental Health & Wellbeing.
- Y4 pupils given 'attachment pebble' & healthy goodbye card just before lock down 2020 to show that we were holding them in mind as they may not return to school. Videos made by Y4 class teacher for remote goodbye.
- Phone calls made regularly by class teachers to their pupil families with additional phone calls from Head teacher & MH Lead to vulnerable families.
- Videos and teacher comments on Purple Mash/Tapestry lockdown 2020 & school website/email/Tapestry lockdown 2021, including Google Meet sessions kept staff and pupils connected.
- Y1 pupils given 'attachment pebble' to hold in mind to support phased return with booklet explaining changes. Video also made available on Purple Mash.
- YR pupils encouraged to bring 'attachment photo' (of family) to hold in mind to support phased return. Video also made available on Tapestry.
- The recovery curriculum will be play, outdoor learning and PSHRE led. Nurture & pupil wellbeing will initially be a priority over getting back on track with learning.
- Bereavement Policy written & in place 2020.
- Transition videos made available to all year groups via website for September 2020 return.
- Liaison with middle schools regarding transition for Y4s (CW/SB/AM). Transition packs made up by middle schools 2020.
- YR transition pack created for new intake Sept 2020. Transition phased September 2020 for new Reception pupils.