



# P.S.H.E POLICY & SCHEME OF WORK

March 2017

*At Trefonen RESPECT is our core value. Mutual respect and good behaviour is the expectation of all adults and children at all times.*

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This policy is written to sit alongside the 2014 National Curriculum and has been updated to reflect the rapidly changing world in which our pupils live and learn.

## Policy Statement

Our school has a responsibility to make provision for PSHE education, drawing on good practice, as stated in the NC framework..

PSHE helps our school to fulfil our statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life, as set out in Section 78 of the Education Act 2002. It also helps us to fulfil our statutory safeguarding responsibilities, in line with the statutory guidance that schools 'should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum'.

## What is PSHE?

PSHE is a planned, developmental programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE develops the qualities and attributes that pupils need to thrive as individuals, family members and members of society. PSHE equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE at Trefonen is providing opportunities for children to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

## Our Aims

The aim for PSHE at Trefonen Primary is to provide pupils with:

- accurate, balanced and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy.

## Our Objectives

PSHE at Trefonen contributes to pupils' personal development by helping them to :

- build their confidence, resilience and self-esteem,
- identify and manage risk,
- make informed choices and understand what influences their decisions
- recognise, accept and shape their identities,
- understand and accommodate difference and change,
- manage emotions
- empathise and work with others
- maintain good relationships
- communicate constructively in a variety of settings.

## Our Key Expected Outcomes

Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

High quality PSHE education can help our school to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. Our PSHE education programme makes a significant contribution to our pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and our school's statutory responsibility to promote pupils' wellbeing. In addition the learning provided through our comprehensive PSHE education provision is essential to safeguarding pupils.

## Our Key Principles

At Trefonen we recognise the 10 key principles for effective practice in PSHE education identified by the PSHE Association and use the guidance provided on the key principles for effective prevention education (Appendix A)

## Programme of Study and Units of Work

The programme of study at Trefonen Primary (Appendices B&CB) covers Key Stages 1 and 2 and is based on three core themes within which there is broad overlap and flexibility:

1. Health & well-being
2. Relationships
3. Living in the Wider World

Specific units of work are selected from the 'Go Givers' on-line resource, according to our two yearly cycle (Appendix D)

<http://www.gogivers.org/>

As our world changes, we select content that is relevant to our pupils and use this as a context through which to explore the overarching concepts and to develop the essential skills and attributes set out below.

## Concepts, Essential Skills and Attributes:

Our programme of study is intended to support our staff in delivering a PSHE education programme that enables children to develop and gradually enrich their understanding of a set of overarching concepts, as set out below. Although the specific content of PSHE education will constantly evolve as the world changes, these concepts are timeless. It is not enough to simply teach pupils about the issues covered in the suggested subject content. It is vital they have the opportunity to explore their attitudes, values and beliefs about them and to develop the skills, language and strategies necessary to manage these issues should they encounter them in their lives. For our school's PSHE education programme to support its pupils to thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging, we should take the 'learning opportunities' outlined within the three core themes of this programme of study for each key stage, as a context through which to develop the concepts, skills and attributes set out below.

### Concepts:

1. **Identity** - their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online
2. **Relationships** - including different types and in different settings, including online
3. **A healthy life-style** - including physically, emotionally and socially, balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk** - identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others and safety, including behaviour and strategies to employ in different settings, including online in an increasingly connected world
5. **Diversity and equality** - in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010
6. **Rights** - including the notion of universal human rights, responsibilities (including fairness and justice) and consent (in different contexts),
7. **Change** - as something to be managed, and resilience the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance
8. **Power** - how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes
9. **Career** - including enterprise, employability and economic understanding.

## Essential Skills and Attributes developed through our programme of study:

| Essential Skills and Attributes developed through the Programme of Study   |  |
|--|--|
| <b>Personal effectiveness</b> <ol style="list-style-type: none"> <li>1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)</li> <li>2. Identifying unhelpful ‘thinking traps’ (e.g. generalisation and stereotyping)</li> <li>3. Resilience (including self-motivation, perseverance and adaptability)</li> <li>4. Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses)</li> <li>5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms</li> <li>6. Self-organisation (including time management)</li> <li>7. Strategies for identifying and accessing appropriate help and support</li> <li>8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence</li> <li>9. Recalling and applying knowledge creatively and in new situations</li> <li>10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)</li> </ol> | <b>Interpersonal and social effectiveness</b> <ol style="list-style-type: none"> <li>1. Empathy and compassion (including impact on decision-making and behaviour)</li> <li>2. Respect for others’ right to their own beliefs, values and opinions</li> <li>3. Discernment in evaluating the arguments and opinions of others (including challenging ‘group think’)</li> <li>4. Skills for employability, including <ul style="list-style-type: none"> <li>• Active listening and communication (including assertiveness skills)</li> <li>• Team working</li> <li>• Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)</li> <li>• Leadership skills</li> <li>• Presentation skills</li> </ul> </li> <li>5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)</li> <li>6. Recognising, evaluating and utilising strategies for managing influence</li> <li>7. Valuing and respecting diversity</li> <li>8. Using these skills and attributes to build and maintain healthy relationships of all kinds</li> </ol> |
| Essential Skills and Attributes developed through the Programme of Study   |  |
| <ol style="list-style-type: none"> <li>1. Identification, assessment (including prediction) and management of positive and negative risk to self and others</li> <li>2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)</li> <li>3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)</li> <li>4. Assessing the validity and reliability of information</li> <li>5. Identify links between values and beliefs, decisions and actions</li> <li>6. Making decisions</li> </ol>   |  |

## Our school’s PSHE Programme

During Key Stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils’ increasing independence and physical and social awareness as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE helps pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

For each of the three core themes in the programme of study, there are grids (Appendix A & B ) suggesting learning opportunities for each key stage. These learning opportunities, provide the context through which the programme can develop the subject knowledge as well as the overarching concepts, essential skills and attributes set out above. The learning opportunities should be used flexibly according to pupils’ development, readiness and needs, and

taking account of prior learning, experience and understanding. When thinking about PSHE education it can be helpful to think about three 'levels'.

#### Level 1

Lessons that explicitly teach about an issue: the lessons that offer factual information

#### Level 2

Lessons that explicitly teach how to manage an issue: the lessons that develop the strategies, language and skills pupils will need to manage the situations or 'moments' in which they encounter an issue

#### Level 3

Topic-specific learning: relevant learning that provides the foundation for new explicit learning knowledge and understanding. This can be interlinked with other areas.

When planning schemes of work, we may draw from more than one theme. Relationships and Sex Education (RSE) falls within both 'Health and wellbeing' and 'Relationships', as sexual health should always be considered as an element of health education but also within the context of healthy relationships.

Any aspect of RSE must be taught with reference to our school's RSE policy, taking into account the Department for Education's statutory guidance. (Refer to SRE Policy and Scheme of Work: Shropshire 'Respect Yourself' framework)

Our pupils are already global citizens in an increasingly 'connected' world. Therefore some topics will be explored through the 'on-line world'.

Our PSHE addresses both pupils' direct experience and preparation for their future. It is therefore important to provide a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age- and stage-appropriate contexts. Our PSHE should reflect the universal needs shared by all pupils as well as the specific needs of the pupils in our school.

It is important that pupils recognise their PSHE education as relevant and can see how the skills acquired through looking at one issue can be transferrable to other contexts.

### **Assessment of PSHE**

There are a number of reasons why it is important that learning in PSHE education is assessed. It is important for pupils to have opportunities to reflect on their learning. Assessment also increases pupils' motivation and improves learning as their raised awareness of their development illustrates the value of their learning. It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs. It also allows the leadership team, parents, governors and school inspectors to see the impact that PSHE education is having for pupils and for whole school outcomes.

The essential skills and attributes identified in the programme of study are arguably the hardest aspect of learning to assess. It is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process. Assessing learning in PSHE education must therefore use a combination of teacher assessment and pupil self- and peer assessment. It would be inappropriate for assessment in PSHE education to be about levels or grades, passing or failing. The benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus.

Broad individual pupil assessments are recorded by teachers on the school's data management system (Classroom Monitor). Pupils self-assess against the 'Rocket Learners' statement and use them set their own targets for self-development.

Policy Date: 24/03/17

Appendices:

A: Ten principles of effective practice in PSHE

B: Programme of Study Overview

C: Programme of Study

D: Units of work (Two-yearly cycle)

Other Relevant Policies and Schemes:

- British Values & Prevent Framework
- Equalities Policy
- E-safety and Acceptable Use Policies
- KCSIE
- Prevent Policy & Risk Assessment
- Relationships and Sex Education (RSE) Policy
- Relationships and Sex Education (RSE) Scheme of Work: 'Respect Yourself Programme
- RE Policy
- RE Scheme of Work
- Rocket Learners Statements
- Safeguarding & Child Protection
- Superflex Programme (Used at Trefonen for KS1 to 2 transition)
- Values Curriculum

(Please note that this list is not exhaustive).

References:

This policy and scheme of work are based on recommendations from the National PSHE Association 2017

## **Appendix A:**

### **The PSHE Association has developed the following ten evidence-based principles of good practice in PSHE education:**

- 1.** Start where children and young people are: find out what they already know, understand, are able to do and are able to say. For maximum impact involve them in the planning of your PSHE education programme.
- 2.** Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.
- 3.** Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
- 4.** Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.
- 5.** Provide information which is realistic and relevant and which reinforces positive social norms.
- 6.** Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
- 7.** Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.
- 8.** Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.
- 9.** Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
- 10.** Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

## Appendix A: Core Theme Overview

| CORE THEME 1: HEALTH AND WELLBEING:   | CORE THEME 2: RELATIONSHIPS  | CORE THEME 3: LIVING IN THE WIDER WORLD   |
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| <p>This core theme focuses on:</p> <ol style="list-style-type: none"> <li>1. What is meant by a healthy life-style</li> <li>2. How to maintain physical, mental and emotional health and wellbeing</li> <li>3. How to manage risks to physical and emotional health and wellbeing</li> <li>4. Ways of keeping physically and emotionally safe</li> <li>5. About managing change, including puberty, transition and loss</li> <li>6. How to make informed choices about health and wellbeing and to recognise sources of help with this</li> <li>7. How to respond in an emergency</li> <li>8. To identify different influences on health and wellbeing</li> </ol> | <p>This core theme focuses on:</p> <ol style="list-style-type: none"> <li>1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</li> <li>2. how to recognise and manage emotions within a range of relationships</li> <li>3. how to recognise risky or negative relationships including all forms of bullying and abuse</li> <li>4. how to respond to risky or negative relationships and ask for help</li> <li>5. how to respect equality and diversity in relationships</li> </ol> | <ol style="list-style-type: none"> <li>1. about respect for self and others and the importance of responsible behaviours and actions</li> <li>2. about rights and responsibilities as members of families, other groups and ultimately as citizens</li> <li>3. about different groups and communities</li> <li>4. to respect diversity and equality and how to be a productive member of a diverse community</li> <li>5. about the importance of respecting and protecting the environment</li> <li>6. about where money comes from, keeping it safe and the importance of managing it effectively</li> <li>7. the part that money plays in people's lives</li> <li>8. a basic understanding of enterprise</li> </ol> |

### Foundation Stage Programme of study (taken from the Early Learning Goals:

| Core Theme 1. Health and wellbeing: | Core Theme 2: Relationships | CORE THEME 3: LIVING IN THE WIDER WORLD<br>(Economic well-being and being a responsible citizen) |
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| <p><b>To be inserted</b></p>        |                             |  |

## Appendix B: Programme of Study

| <b>Core Theme 1. Health and wellbeing:</b>   |   |
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| <b>KEY STAGE 1:</b>  | <b>KEY STAGE 2</b>  |
| <p>Pupils should have the opportunity to learn:</p> <p>H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p> <p>H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</p> <p>H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p>H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p> <p>H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p>H6. the importance of, and how to, maintain personal hygiene</p> <p>H7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading</p> <p>H8. about the process of growing from young to old and how people’s needs change</p> <p>H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring</p> <p>H10. the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls</p> <p>H11. that household products, including medicines, can be harmful if not used properly</p> <p>H12. rules for and ways of keeping physically and emotionally safe including</p> | <p>Building on Key Stage 1, pupils should have the opportunity to learn:</p> <p>H1. what positively and negatively affects their physical, mental and emotional health</p> <p>H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’</p> <p>H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p> <p>H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p> <p>H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p>H9. to differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’</p> <p>H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p>H11. to recognise how their increasing independence brings increased</p> |

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| <p>responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety</p> <p>H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p> <p>H14. about the ways that pupils can help the people who look after them to more easily protect them</p> <p>H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets. what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy</p> | <p>responsibility to keep themselves and others safe</p> <p>H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p>H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>H15. school rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p>H16. what is meant by the term 'habit' and why habits can be hard to change</p> <p>H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p> <p>H18. how their body will, and their emotions may, change as they approach and move through puberty</p> <p>H19. about human reproduction</p> <p>H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers</p> <p>H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)</p> <p>H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p> |
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|   | <p>H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p> <p>H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</p>  |
| <b>Core Theme 2: Relationships</b>  |  |
| <b>Key Stage One</b>  | <b>Key Stage Two</b>   |
| <p>Pupils should have the opportunity to learn:</p> <p>R1. to communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>R2. to recognise that their behaviour can affect other people</p> <p>R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>R7. to offer constructive support and feedback to others</p> <p>R8. to identify and respect the differences and similarities between people</p> <p>R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> <p>R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p>R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p>R12. to recognise when people are being unkind either to them or others,</p> | <p>Building on Key Stage 1, pupils should have the opportunity to learn:</p> <p>R1. to recognise and respond appropriately to a wider range of feelings in others</p> <p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p>R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves</p> <p>R7. that their actions affect themselves and others</p> <p>R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>R10. to listen and respond respectfully to a wide range of people, to feel</p> |

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| <p>how to respond, who to tell and what to say</p> <p>R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</p> <p>R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p> | <p>confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</p> <p>R11. to work collaboratively towards shared goals</p> <p>R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p> <p>R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p> <p>R15. to recognise and manage 'dares'</p> <p>R16. to recognise and challenge stereotypes</p> <p>R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation</p> <p>R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p> <p>R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</p> <p>R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.</p> |
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### CORE THEME 3: LIVING IN THE WIDER WORLD (Economic well-being and being a responsible citizen)

#### KEY STAGE 1

Building on Key Stage 1, pupils should have the opportunity to learn:

- L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people
- L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
- L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices
- L5. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)
- L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk
- L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities
- L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- L9. what being part of a community means, and about the varied institutions that support communities locally and nationally
- L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
- L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- L12. to consider the lives of people living in other places, and people with

#### KEY STAGE 2

Pupils should have the opportunity to learn:

- L1. how they can contribute to the life of the classroom and school
- L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them
- L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)
- L4. that they belong to different groups and communities such as family and school
- L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)
- L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving
- L7. about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices
- L8. ways in which they are all unique; understand that there has never been and will never be another 'them'
- L9. ways in which we are the same as all other people; what we have in common with everyone else
- L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.
- L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- L12. to consider the lives of people living in other places, and people with different values and customs
- L13. about the role money plays in their own and others' lives, including how

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| <p>different values and customs</p> <p>L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>L14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p>L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p> <p>L16. what is meant by enterprise and begin to develop enterprise skills</p> <p>L17. to explore and critique how the media present information</p> <p>L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</p> | <p>to manage their money and about being a critical consumer</p> <p>L14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p>L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p> <p>L16. what is meant by enterprise and begin to develop enterprise skills</p> <p>L17. to explore and critique how the media present information January 2017 additions:</p> <p>L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</p> |
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## Appendix C: Units of Work – A work in progress

| RED CYCLE    | AUTUMN                   |   | SPRING   |                              | SUMMER                                   |   |
|--------------|--------------------------|---|--|------------------------------|--|---|
| Robins       |                          |   |  |                              |  |   |
| Nightingales |                          |   |  |                              |  |   |
| Wrens        |                          |   |  |                              |  |   |
| Puffins      |                          |   |  |                              |  |   |
| Hawks        | Rules<br>The Golden Rule | Rights & responsibilities.<br>Democracy | Our Interconnected<br>World.<br>Internet Deceivers | Micro-organisms.<br>Mo Farah | The Right to Education.<br>Stressed Out! | Water: Our most<br>precious resource.<br>Rio Meets Callum |

| BLUE CYCLE   | AUTUMN   |   | SPRING  |   | SUMMER  |  |
|--------------|--|---|---|---|---|--|
| Robins       |  |   |   |   |   |  |
| Nightingales |  |   |   |   |   |  |
| Wrens        |  |   |   |   |   |  |
| Puffins      | Democracy  | Saving the Rainforest                               | Respect   | Animal Care: Creature<br>Comforts   | Stressed Out!   | Peer Pressure: It's Your<br>Choice   |
| Hawks        | Your Amazing Brain:<br>Becoming a resilient<br>learner.<br><br>Bullying: Prepare to<br>stand up and stand out. | The Earth in Our Hands.<br><br>Statistical Snippets | Why do we pay taxes?<br><br>Immigration: Coming to<br>Britain | Mediation:Resolving<br>Conflict.<br><br>Nelson Mandela.<br><br>Martin Luther King:<br>Sacrificing all for the<br>dream. | Peer Pressure: It's your<br>choice.<br><br>Puberty: Don't make<br>your best friend have to<br>tell you! | Secondary transfer:<br>From biggest to<br>smallest.<br><br>Homophobia:<br>Respecting all our<br>differences. |

