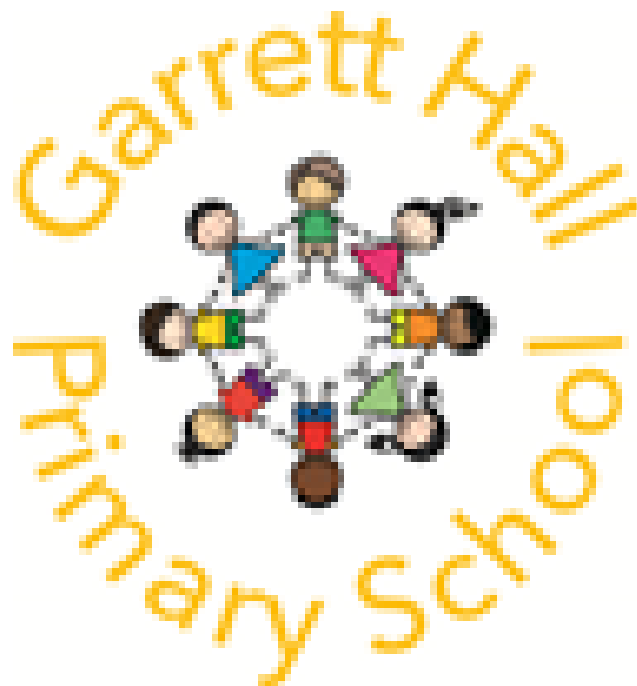


Garrett Hall Primary School

P.S.H.E Policy

Including relationships Education, Relationships
and Sex Education (RSE) and Health Education



June 2024

Policy adopted: June 2024

Policy to be reviewed: June 2028

Signed on behalf of Governing Body : *S.Chappell*

Signed by the Headteacher : *T.A.Beaty*

Document history

<u>Produced by:</u>	Mrs R.Chambers
<u>Date reviewed:</u>	<u>Comments:</u>
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Intent

All schools must provide a curriculum that is broadly based and balanced, and which meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010 such a curriculum: - promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and - prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

PSHE education is essential to such a curriculum and to meeting schools' requirement to promote pupils' wellbeing and personal development as well as being essential to safeguarding.

PSHE education is a planned programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

As part of a whole school approach, it develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHE education should address both pupils' direct experience and preparation for their future.

PSHE education should not be planned in isolation. It is most effective in a 'health promoting school' culture and where links are made with other relevant subjects to ensure consistency and continuity for pupils. These include, but are not limited to, science, computing, citizenship, physical education and design and technology.

Our PSHE Policy and Programme of Study takes account of DfE guidance on:

- relationships & Sex Education
- physical Health & Mental Wellbeing
- preventing and tackling bullying
- safeguarding and equality

The overarching aim for PSHE education is to provide pupils with:

- accurate 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

Relationships & Sex Education

We provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996 and the DFE Statutory guidance - Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 .

As part of our PSHE curriculum we teach relationships and sex education (RSE) which:

- Provides a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Right to Withdraw

From September 2020 Relationships Education will be statutory in all schools at key stages 1 and 2. Education about relationships is covered through many aspects of the primary PSHE curriculum.

Elements of sex education that are not included in the statutory guidance will remain non-statutory in primary schools. We therefore use the term relationships and sex education (RSE), rather than relationships education, to reflect this best practice approach.

Primary schools must have regard to the Department for Education statutory guidance on preparing pupils for the physical and emotional changes of puberty before they experience them. For this reason, we believe that teaching about puberty should begin in Year 5.

Creating A Safe Learning Environment

Time should be set aside to establish a safe learning environment for both pupils and adult staff in the classroom.

This helps pupils to feel comfortable about sharing feelings, exploring values and attitudes, expressing opinions, and considering the views and opinions of others without fear of negative feedback. As well as encouraging more open discussion, it helps to ensure that teachers are prepared to deal with unexpected disclosures or inappropriate comments should they occur.

It is good practice for teachers to:

- work with pupils to establish ground rules about how they will behave towards each other in discussion
- offer some opportunities for pupils to discuss issues in small groups as well as sharing views with the class

- make something available in which pupils can place anonymous questions or concerns, to avoid having to voice them in front of the class (see the 'Ask-it Basket' section)
- provide access to balanced information and differing views to help pupils clarify their own opinions and views (while making clear that behaviours such as racism, discrimination and bullying are never acceptable in any form)
- ensure all teaching and learning is inclusive, avoids heteronormative assumptions, and meets the needs of all learners—including those with special educational needs and disabilities (and is sensitive to the religious and cultural identity of pupils)
- exercise sensitivity to the needs of individuals, as some pupils may have direct experience of some of the issues raised.
- always work within the school's policies on safeguarding and confidentiality (ensuring that pupils understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons)
- link PSHE education with the whole-school approach to supporting pupil welfare
- make pupils aware of sources of support both inside and outside the school

Teachers should ensure that the content, approach and use of inclusive language reflect the diversity of the school community and society more widely — helping every pupil to feel valued and included in the classroom.

It is good practice for some of these sessions to be taught in mixed-gender classes, and all pupils should learn about the changes of puberty in both males and females — recognising in an age-appropriate way that sex and gender are not binary.

As with any other lessons, positive behaviour management strategies should be employed throughout, however it may be useful to discuss how pupils might feel during the lessons before lessons start. Identify that these feelings might include embarrassment, or they may want to laugh. Explain that these feelings are normal and talk about strategies they can use to manage them.

Ground Rules

Ground rules help to minimise unintended disclosures, disclosures at inappropriate times or comments of a negative nature made towards other pupils (whether intentional or not). Such ground rules support broader class rules and the school's behaviour policy. To be effective, pupils and teachers should develop ground rules together, re-visit them at the start of every lesson and apply them in all discussion and group activities, amending them as necessary.

Examples of ground rules include:

- respecting what people say
- listening to others

- not asking personal questions or putting people 'on the spot'
- not making assumptions about other people
- having the right to 'pass' if you do not wish to comment

Ask-It Basket

An 'Ask-it Basket' question box or bag encourages pupils to ask questions with anonymity and without embarrassment. Introduce the Ask-it Basket either whilst creating the ground rules or at the beginning of each lesson. It should be accessible both during and after every lesson. The purpose of the Ask-it Basket should be explained to pupils:

- Anyone can use it to post a question, at any time and as many times as they want.
- Questions can be anonymous, or they can put their name on their question so the teacher can follow it up with them individually.
- Only the teacher will see the questions, unless there are significant issues about a pupil's safety or wellbeing that need to be shared with others—see the 'Limits of confidentiality' section below.
- Questions raised will be dealt with in the following lesson (or sooner if relevant to a pupil's safety and wellbeing). Depending on the nature of the question, some responses may be answered as part of a small group session or one-to-one and will be treated anonymously so no-one knows who asked the original question.

Limits Of Confidentiality

It is important that teachers are well prepared to deal with any issues arising from the lessons. Teachers should explain to pupils in simple terms that, whilst we usually try to keep everything that's said in the room, in the room;

if they were concerned about a pupil's safety or wellbeing, they would have to tell one other member of staff.

If a question, behaviour, or language arises that a teacher finds concerning, this should be discussed with the designated safeguarding lead—in line with the school's safeguarding and child protection policies.

Any situation which indicates knowledge about sex or sexual activity which is inappropriate for the pupil's age should be addressed.

There may be times when a question raised by a pupil should be referred to parents/carers. It is good practice to talk to the pupil(s) concerned before involving a parent or carer—to explain that it is in their best interests to talk to their parent(s) or a trusted adult. If a child refuses or rejects talking to their parent or carer, this should be taken seriously and discussed with the head/designated safeguarding lead and acted upon in accordance with the school's confidentiality policy. It is important

to note that a disclosure regarding sexual orientation or gender identity is not, in itself, a safeguarding issue and does not need to be reported to anyone, including parents/carers.

Female genital mutilation (FGM)

Year Six children will be made aware that FGM is illegal. The summer holiday between Year 6 and Year 7 is a common time for this illegal and abusive procedure to be carried out, although it can occur at a much younger age. The PSHE Association has produced guidance on teaching about FGM and further help and advice for teachers can be obtained from the charities: FORWARD and Freedom Charity.

Forced Marriage

When discussing marriage in Year 6, it is a good time to flag up that marriage should be entered into freely—only if both are adults and with the agreement of both the people involved. And that if anyone ever felt they or someone else was at risk of being forced to marry, they should tell someone else they trust or seek help via a website or helpline such as ChildLine or Freedom Charity.

Supporting Staff

Teachers should look over any lesson content/resources before using them in class. They may like to discuss lessons in more detail with the school PSHE education subject lead.

Terminology

Pupils may have been using a variety of different words to name the male and female genitalia/sex parts, but teaching correct terminology is important for younger pupils to know how to name their body parts correctly as this contributes to safeguarding—helping them to take care of their bodies and keep themselves safe.

This is built on later in key stage 2, when pupils learn about puberty and the changes when growing from children to adults.

Sometimes the biological sex a child is assigned at birth is not the same as the gender they identify as. This concept is not taught directly or in depth at this stage. However, if we have pupils who identify as non-binary or trans, we will discuss the lesson content and approach with their parent(s) or carer(s) before teaching the lesson.

The following gives definitions that are suitable and recommended to use with younger pupils at Key Stage One.

Female genitalia (parts that determine sex):

Vagina: the small opening between the legs — a small tube from the outside to the inside of the body

Male genitalia (sex parts):

Penis: the spongy tissue that dangles between the legs. Boys urinate 'wee' through a tube in their penis (the urethra)

Testicles: two plum-shaped 'balls' in a squashy bag (the scrotum) behind the penis

When talking about the male and female genitalia, it may be useful to highlight the NSPCC underwear rule.

Physical Health & Mental Wellbeing

As part of our PSHE curriculum pupils are taught about:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It will enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

We believe that physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

Effective teaching reduces stigma attached to health issues, in particular those to do with mental wellbeing. We aim to engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

Learning opportunities for physical health and mental wellbeing are covered within our PSHE curriculum including Puberty and menstruation and ensures male and female pupils are prepared for changes they and their peers will experience.

Implementation

The Curriculum

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. Our 'spiral' curriculum 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.

Our PSHE curriculum helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

As recommended by the PSHE Association, our Programme of Study is based on three 'core themes'. Objectives will be covered through a cross curricular approach and some will be taught discreetly through carefully planned lessons under six half termly units.

Whilst our curriculum identifies a broad range of important issues that pupils should learn about, we feel it is essential that our children's experience of PSHE education is not simply a series of 'one-off', disconnected sessions each on a different topic and focussing only on factual content.

While factual knowledge is essential, we have created a bespoke curriculum that meets the needs of **our** children, in **our** school in **our** local community within the wider world. We therefore used local data and our knowledge of our own pupils' needs as key drivers in determining the content of our curriculum.

These needs have been identified through consultation with:

- school staff including welfare and support staff.
- parents and carers
- our young people

These will provide a relevant context for pupils to both broaden and deepen their understanding of the key concepts and to develop competence in the essential skills. It is important that our pupils can see how the skills acquired through looking at one issue can be transferrable to other contexts.

Our world is rapidly changing and whilst the content of PSHE is vitally important, it can quickly date and we cannot predict the challenges, opportunities and responsibilities that pupils may face in their future.

It is the essential skills that will enable pupils to manage the challenges, opportunities and responsibilities they will face now and in their future.

Timetabling

PSHE lessons are taught weekly alongside focus days/weeks to look into certain subjects more thoroughly Eg. Anti- Bullying Week, Aspirations Week.

Other systems and strategies are in place throughout school for any children requiring extra support including:

- nurture provision
- visits, support and consultations with our school link CAMHs worker
- a learning mentor who supports both children and families.
- An emotionally friendly whole school ethos
- Our Therapeutic Schools approach

Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	What jobs would we like?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	How can friends communicate safely?	What makes up a person's identity?	How will we grow and change?	What decisions can people make with money?	How can drugs common to everyday life affect health?	How can we help in an accident or emergency?
Year 6	How can the media influence people?		How can we keep healthy as we grow?		What will change as we become older?	

Programme of Study & Curriculum Content including RSE and Health Education coverage

Garrett Hall Primary School - PSHE			
KEY STAGE 1 - YEAR 1 — MEDIUM-TERM OVERVIEW			
Half term	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources
Autumn 1 What is the same and different about us?	Relationships Ourselves and others; similarities and differences; individuality; our bodies PoS refs: H21, H22, H23, H25, R13, R23, L6, L14	<ul style="list-style-type: none"> • what they like/dislike and are good at • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them • how they are similar or different to others, and what they have in common • to use the correct names for the main parts of the body, including external genitalia; (Vagina, testicles, penis) and that parts of bodies covered with underwear are private 	PSHE Association – Inclusion, belonging and addressing extremism, (KS1), ‘Sameness and difference’ Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 3, ‘Everybody’s body’ NSPCC – The underwear rule resources (PANTS)
Autumn 2 Who is special to us?	Relationships Ourselves and others; people who care for us; groups we belong to; families PoS refs: L4, R1, R2, R3, R4, R5	<ul style="list-style-type: none"> • that family is one of the important groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do / enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried 	Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 1, ‘My special people’ Metro Charity, KS1, ‘Love and respectful relationships’



<p>Spring 1 What helps us stay healthy?</p>	<p>Health and wellbeing Being healthy; hygiene; medicines; people who help us with health PoS refs: H1, H5, H6, H7, H10, H39</p>	<ul style="list-style-type: none"> • what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) • that things people put into or onto their bodies can affect how they feel • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy • why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing 	<p>1 decision (5-8) -Keeping/staying healthy £</p> <p>Islington Healthy Schools Team – DrugWise £</p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in 2020</p>
<p>Spring 2 What can we do with money?</p>	<p>Living in the wider world Money; making choices; needs and wants PoS refs: L10, L11, L12, L13</p>	<ul style="list-style-type: none"> • what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this 	<p>1decision (5-8) – Money matters £</p>
<p>Summer 1 Who helps to keep us safe?</p>	<p>Health and wellbeing Keeping safe; people who help us PoS refs: H33, H35, H36, R15, R20, L5</p>	<ul style="list-style-type: none"> • that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; how to attract someone’s attention or ask for help;what to say • how to respond safely to adults they don’t know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say 	<p>1 decision (5-8) – Keeping/staying safe £</p>

Summer 2 How can we look after each other and the world?	Living in the wider world Ourselves and others; the world around us; caring for others; growing and changing PoS refs: H26, H27, R21, R22, R24, R25, L2, L3	<ul style="list-style-type: none"> • how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it • how people grow and change and how people's needs change as they grow from young to old • how to manage change when moving to a new class/year group 	Medway Public Health Directorate - Primary RSE Lessons – KS1, Lesson 2, 'Growing up: the human life cycle' 1 decision (5-8) - Being responsible £ Alzheimer's Society -Creating a dementia-friendly generation (KS1) HH kids Change and Loss Lesson
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Garrett Hall Primary School - PSHE
KEY STAGE 1 - YEAR 2 — MEDIUM-TERM OVERVIEW



Half term	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources
Autumn 1 What makes a good friend?	Relationships Friendship; feeling lonely; managing	<ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy 	

<p>Autumn 2 What is bullying?</p>	<p>Relationships Behaviour; bullying; words and actions;</p>	<ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so 	<p>1 decision (5-8) - Relationships £</p>
<p>Spring 1 What jobs do people do?</p>	<p>Living in the wider world People and jobs; money; role of the internet PoS refs: L15, L16, L17, L7, L8</p>	<ul style="list-style-type: none"> • how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life 	
<p>Spring 2 What helps us to stay safe?</p>	<p>Health and wellbeing Keeping safe; recognising risk; rules PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9</p>	<ul style="list-style-type: none"> • how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them 	<p>Thinkuknow: Jessie and Friends</p> <p>1 decision (5-8) – Computer safety / Hazard watch</p> <p>Red Cross – Life. Live it ‘Stay safe’</p> <p>Islington Healthy Schools Team – DrugWise £</p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in 2020</p>

<p>Summer 1 What can help us grow and stay healthy?</p>	<p>Health and wellbeing Being healthy: eating, drinking, playing PoS refs: H1, H2, H3, H4, H8, H9</p>	<ul style="list-style-type: none"> • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health, including dental health • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in the sun 	<p>1 decision (5-8) -Keeping/staying healthy £ HH kids Mental Health Resource list (on server)</p>
<p>Summer 2 How do we recognise our feelings?</p>	<p>Health and wellbeing Feelings; mood; times of change; loss and bereavement; growing up PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H27</p>	<ul style="list-style-type: none"> • how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and how to ask for help when they need it 	<p>PSHE Association – Mental health and wellbeing lessons (KS1) 1 decision (5-8) – Feelings and emotions £ HH kids Change and Loss Lesson Plan (on server)</p>

Garrett Hall Primary School - PSHE
KEY STAGE 2 - YEAR 3 — MEDIUM-TERM OVERVIEW



Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources
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<p style="text-align: center;">Autumn 1</p> <p style="text-align: center;">How can we be a good friend?</p>	<p style="text-align: center;">Relationships</p> <p style="text-align: center;">Friendship; making positive friendships, managing loneliness, dealing with arguments</p> <p style="text-align: center;">PoS refs: R10, R11, R13, R14, R17, R18</p>	<ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support 	<p style="text-align: center;">Medway Public Health Directorate - Primary RSE lessons (KS2 - Y3), 'Friendship'</p>
<p style="text-align: center;">Autumn 2</p> <p style="text-align: center;">What keeps us safe?</p>	<p style="text-align: center;">Health and wellbeing</p> <p style="text-align: center;">Keeping safe; at home and school; our bodies; hygiene; medicines and household products</p>	<ul style="list-style-type: none"> • how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • what to do in an emergency, including calling for help and speaking to the emergency services 	<p style="text-align: center;">NSPCC – The underwear rule resources (PANTS)</p>
<p style="text-align: center;">Spring 1</p> <p style="text-align: center;">What are families like?</p>	<p style="text-align: center;">Relationships</p> <p style="text-align: center;">Families; family life; caring for each other</p> <p style="text-align: center;">PoS refs: R5, R6, R7, R8, R9</p>	<ul style="list-style-type: none"> • how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe 	<p style="text-align: center;">Red Cross – Life. Live it 'Stay safe'</p>

Spring 2 What makes a community?	Living in the wider world Community; belonging to groups; similarities and differences; respect for others PoS refs: R32, R33, L6, L7, L8	<ul style="list-style-type: none"> • how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards people who may live differently to them 	Islington Healthy Schools Team – DrugWise £
Summer 1 Why should we eat well and look after our teeth?	Health and wellbeing Being healthy: eating well, dental care PoS refs: H1, H2, H3, H4, H5, H6, H11, H14	<ul style="list-style-type: none"> • how to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care 	*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020
Summer 2 Why should we keep active and sleep well?	Health and wellbeing Being healthy: keeping active, taking rest PoS refs: H1, H2, H3, H4, H7, H8, H13, H14	<ul style="list-style-type: none"> • how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried 	Coram Life Education – Adoptables Schools Toolkit HH kids Mental Health Resource list (on server)

Garrett Hall Primary School - PSHE
 KEY STAGE 2 - YEAR 4 — MEDIUM-TERM OVERVIEW



Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources
Autumn 1 What strengths, skills and interests do we have ?	Health and wellbeing Self-esteem: self-worth; personal qualities; goal setting; managing set backs PoS refs: H27, H28, H29, L25	<ul style="list-style-type: none"> • how to recognise personal qualities and individuality • to develop self-worth and self respect by identifying positive things about themselves and their achievements • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking 	Premier League Primary Stars – Self-esteem / Resilience
Autumn 2 How do we treat each other with respect?	Relationships Respect for self and others; courteous behaviour; safety; human rights PoS refs: R19, R20, R21, R22, R25, R27,	<ul style="list-style-type: none"> • how people’s behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* • the rights that children have and why it is important to protect these* • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns 	Premier League Primary Stars – Play the right way / Inclusion 1 decision – Being responsible / A world without judgement £
Spring 1 How can we manage our feelings?	Health and wellbeing Feelings and emotions; expression of feelings; behaviour PoS refs: H17, H18, H19, H20, H23	<ul style="list-style-type: none"> • how everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change • how to access advice and support to help manage their own or others’ feelings 	PSHE Association – Mental health and wellbeing lessons (KS2 - Y3/4) Alzheimer’s Society -Creating a dementia-friendly generation (KS2) HH Kids bereavement lesson plan – (found on server)

<p>Spring 2</p> <p>What jobs would we like?</p>	<p>Living in the wider world</p> <p>Careers; aspirations; role models; the future</p> <p>PoS refs: L26, L27, L28, L29, L30, L31, L32</p>	<ul style="list-style-type: none"> that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime that some jobs are paid more than others and some maybe voluntary (unpaid) about the skills, attributes, qualifications and training needed for different jobs that there are different ways into jobs and careers, including college, apprenticeships and university how people choose a career/job and what influences their decision, including skills, interests and pay how to question and challenge stereotypes about the types of jobs people can do how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions 	
<p>Summer 1</p> <p>How can our choices make a difference to others and the environment?</p>	<p>Living in the wider world</p> <p>Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions</p> <p>PoS refs: L4, L5, L19, R34</p>	<ul style="list-style-type: none"> how people have a shared responsibility to help protect the world around them how everyday choices can affect the environment how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues how to show care and concern for others (people and animals) how to carry out personal responsibilities in a caring and compassionate way 	<p>Premier League Primary Stars / Sky Ocean Rescue – Tackling plastic pollution</p> <p>RSPCA - Compassionate classroom lessons</p> <p>Team Margot – Giving help to others (resources on blood, stem cell and bone marrow donation)</p> <p>1decision – Being responsible / The working world</p>
<p>Summer 2</p> <p>How can we manage risk in different places?</p>	<p>Health and wellbeing</p> <p>Keeping safe; out and about; recognising and managing risk</p> <p>PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1,</p>	<ul style="list-style-type: none"> how to recognise, predict, assess and manage risk in different situations how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) how people can be influenced by their peers’ behaviour and by a desire for peer approval; how to manage this influence 	<p>PSHE Association and GambleAware -Exploring risk (KS2)</p> <p>Google & Parentzone – Be Internet Legends</p> <p>NSPCC - Share Aware</p> <p>Islington Healthy Schools Team – DrugWise £</p> <p>*The PSHE Association drug and alcohol education programme</p>



Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources
<p>Autumn 1 How can friends communicate safely?</p>	<p>Relationships Friendships; relationships; becoming independent; online safety</p> <p>PoS refs: R1, R18, R24, R26, R29, L11,L15</p>	<ul style="list-style-type: none"> about the different types of relationships people have in their lives how friends and family communicate together; how the internet and social media can be used positively how knowing someone online differs from knowing someone face-to-face how to recognise risk in relation to friendships and keeping safe about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family how to respond if a friendship is making them feel worried, unsafe or uncomfortable how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 	<p>Thinkuknow – Play, Like, Share Google & Parentzone – Be Internet Legends</p>
<p>Autumn 2 What makes up our identity?</p>	<p>Health and wellbeing Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes</p> <p>PoS refs: H25, H26, H27, R32, L9</p>	<ul style="list-style-type: none"> how to recognise and respect similarities and differences between people and what they have in common with others that there are a range of factors that contribute to a person’s identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) how individuality and personal qualities make up someone’s identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others how to challenge stereotypes and assumptions about others 	<p>PSHE Association - Inclusion, belonging and addressing extremism (KS2 – Y5/6), ‘Stereotypes’</p> <p>Premier League Primary Stars – Developing values</p> <p>Metro Charity, KS2, Gender</p>
<p>Spring 1 What decisions can people make with money?</p>	<p>Living in the wider world Money; making decisions; spending and saving</p> <p>PoS refs: R34, L17, L18, L20, L21, L22, L24</p>	<ul style="list-style-type: none"> how people make decisions about spending and saving money and what influences them how to keep track of money so people know how much they have to spend or save how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) how to recognise what makes something ‘value for money’ and what this means to them that there are risks associated with money (it can be won, lost or stolen) and how money can affect people’s feelings and emotions 	

<p>Spring 2</p> <p>How will we grow and change?</p>	<p>Health and wellbeing</p> <p>Growing and changing; puberty</p> <p>PoS refs: H31, H32, H34</p>	<ul style="list-style-type: none"> • about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty 	<p>Medway Public Health Directorate - Primary RSE lessons (Y4/5), 'Puberty'</p> <p>Betty – It's perfectly natural</p>
<p>Summer 1</p> <p>How can we help in an accident or emergency?</p>	<p>Health and wellbeing</p> <p>Basic first aid, accidents, dealing with emergencies</p> <p>PoS refs: H43, H44</p>	<ul style="list-style-type: none"> • how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of seeking adult help • the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services 	<p>Red Cross - Life. Live it Help save lives / Emergency action</p>
<p>Summer 2</p> <p>How can drugs common to everyday life affect health?</p>	<p>Health and wellbeing</p> <p>Drugs, alcohol and tobacco; healthy habits</p> <p>PoS refs: H1, H3, H4, H46, H47, H48, H50</p>	<ul style="list-style-type: none"> • how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal • how laws surrounding the use of drugs exist to protect them and others • why people choose to use or not use different drugs • how people can prevent or reduce the risks associated with them • that for some people, drug use can become a habit which is difficult to break • how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use • how to ask for help from a trusted adult if they have any worries or concerns about drugs 	<p>Islington Healthy Schools Team – DrugWise £</p> <p>1decision - Keeping/staying healthy £</p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>



Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources
<p>Autumn 1</p> <p>How can the media influence people?</p>	<p>Living the wider world Media literacy and digital resilience; influences and decision-making; online safety PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23</p>	<ul style="list-style-type: none"> • how the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions • that not everything should be shared online or social media and that there are rules about this, including the distribution of images • that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions • how text and images can be manipulated or invented; strategies to recognise this • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • to recognise unsafe or suspicious content online and what to do about it 	<p>PSHE Association - Inclusion, belonging and addressing extremism (KS2 –Y5/6), ‘Extremism’</p> <p>PSHE Association, National Literacy Trust and The Guardian Foundation – NewsWise, Lessons 3, 5 and 6</p> <p>BBFC – Let’s watch a film – making choices about what to watch</p> <p>Childnet – Trust me</p> <p>Islington Healthy Schools Team – DrugWise £</p> <p>Rise Above – Social Media</p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>
<p>Autumn 2</p> <p>How can the media influence people? (cont...)</p>	<p>Living the wider world Media literacy and digital resilience; influences and decision-making; online safety PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23</p>	<ul style="list-style-type: none"> • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have • to discuss and debate what influences people’s decisions, taking into consideration different viewpoints 	<p>PSHE Association - Inclusion, belonging and addressing extremism (KS2 –Y5/6), ‘Extremism’</p> <p>PSHE Association, National Literacy Trust and The Guardian Foundation – NewsWise, Lessons 3, 5 and 6</p>

			<p>BBFC – Let’s watch a film – making choices about what to watch</p> <p>Childnet – Trust me</p> <p>Islington Healthy Schools Team – DrugWise £</p> <p>Rise Above – Social Media</p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>
<p>Spring 1</p> <p>How can we keep healthy as we grow?</p>	<p>Health and wellbeing</p> <p>Looking after ourselves; growing up; becoming independent; taking more responsibility</p> <p>PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10</p>	<ul style="list-style-type: none"> • how to make choices that support a healthy, balanced lifestyle including: how to plan a healthy meal and how to stay physically active • how to maintain good dental health, including oral hygiene, food and drink choices • how to benefit from and stay safe in the sun • how and why to balance time spent online with other activities • how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep • how to manage the influence of friends and family on health choices • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one 	<p>PSHE Association – Mental health and wellbeing</p> <p>(KS2 – Y5/6), lessons 1 and 2</p> <p>PSHE Association and - The sleep factor (KS2)</p> <p>Rise Above – Sleep (KS2)</p> <p>Rise Above – Social media (KS2)</p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>

<p>Spring 2</p> <p>How can we keep healthy as we grow? (cont...)</p>	<p>Health and wellbeing</p> <p>Looking after ourselves; growing up; becoming independent; taking more responsibility</p> <p>PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10</p>	<ul style="list-style-type: none"> • how mental and physical health are linked • how positive friendships and being involved in activities such as clubs and community groups support wellbeing • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on • that anyone can experience mental ill-health and to discuss concerns with a trusted adult • that mental health difficulties can usually be resolved or managed with the right strategies and support 	<p>PSHE Association – Mental health and wellbeing (KS2 – Y5/6), lessons 1 and 2</p> <p>PSHE Association and - The sleep factor (KS2)</p> <p>Rise Above – Sleep (KS2)</p> <p>Rise Above – Social media (KS2)</p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p> <p>HH Kids bereavement lesson plan – (found on server)</p> <p>HH kids Mental Health Resource list (on server)</p>
<p>Summer 1</p> <p>What will change as we get older?</p>	<p>Relationships</p> <p>Different relationships, changing and growing, adulthood, independence, moving to secondary school</p> <p>PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16</p>	<ul style="list-style-type: none"> • how growing up and becoming more independent comes with increased opportunities and responsibilities • how friendships may change as they grow and how to manage this • how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing 	<p>Medway Public Health Directorate - Primary RSE lessons (Y6)</p> <p>Betty – It’s perfectly natural</p> <p>NSPCC – Making sense of relationships (KS2)</p> <p>PSHE Association – Mental health and wellbeing (KS2 – Y5/6), lesson 3, Feelings and common anxieties when transitioning to secondary school</p> <p>Rise Above – Transition to secondary school</p> <p>HH Kids lesson plan – Separation and Divorce. (see server)</p>

<p>Summer 2 What will change as we get older? (cont...)</p>	<p>Relationships Different relationships, changing and growing, adulthood, independence, moving to secondary school PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16</p>	<ul style="list-style-type: none"> • that people have different kinds of relationships in their lives, including romantic or intimate relationships • that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another • that adults can choose to be part of a committed relationship or not, including marriage or civil partnership and that marriage is intended to be life long. • that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • how puberty relates to growing from childhood to adulthood • about the reproductive organs and process - how babies are conceived and born and how they need to be cared for • that there are ways to prevent a baby being made² • <i>Whilst these topics aren't directly taught, After consultation with HH kids we will answer direct questions about: same sex relationships, sexual intercourse, contraception/condoms, parenting choices such as IVF, miscarriage, child birth, gender identity and gender reassignment with basic factual answers</i> 	<p>https://bettyforschools.co.uk/resources</p> <p><i>Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made.</i></p>
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School Values

- Honesty - children who are honest and engaged.
- Trust - children who trust and will have a go.
- Friendship- Happy children are great learners.
- Respect – respectful children can think and learn in imaginative ways.
- Responsibility – responsible children can think and learn in imaginative ways.
- Perseverance – Children who persevere have positive outlooks and believe in themselves.

A Value is a principle that guides our thinking and our behaviour.

At Garrett Hall, every individual is valued for who they are and what they contribute to the school. Values are intended to support the personal, social and spiritual development of every pupil throughout the school. We encourage our children to be like these characters:



Make good choices and encourage others to do the same like **Ruby Responsibility**



Treat others as we want to be treated like **Rosie Respect**



Tell the truth despite the consequences like **Hattie Honest**

Have confidence and faith in those around us like **Timmy Trust**



Keep going even when things get difficult like **Percy Perseverance**



Show kindness to others like **Freddie Friendship**



Mental Health - Promoting Emotional Health and feelings in school

Mental Health is how someone feels, thinks and behaves. Our school feels that it is about about:

- Being able to make friends and keep friendships
- Being friendly, respectful, caring and polite
- Being able to have fun
- Being interested in and enjoy learning
- Being able to understand good and bad feelings or thoughts
- Being able to bounce back from any problems

All children and young people need to:

- Be able to join in with others and play in groups and teams
- Know that we can and able to do it!
- Know that we have a voice that will be heard and that we are a huge part of our school community
- Know we have the confidence to break things down into small step
- Understand everyone can feel wobbly and need somebody to talk to

At Garrett Hall Primary School there is a mentally healthy environment where children and young people:

- Have the chance to take part in activities that encourage belonging such as after school clubs and school trips
- Have the chance to have their voices heard
- Have the Believers & Achievers assembly to share what they do well
- Have individual talents recognised and celebrated.
- Have choices to feel better about themselves by looking after themselves and others
- We have choices to think about something that's happened. Forgive, forget and start a new chapter
- Are able to get extra help if we need it.
- We have a right to be in a school that is safe, clean, attractive and well cared for
- We are surrounded by adults who are positive and show us respect

Our school provides us with lots of ways to promote positive mental health through our learning and extra activities Eg. Learning Mentor , Team building, Circle Time, R-Time, play, visitors into school/fundays, Playleaders/Buddies, School counselling service, rewards and celebrations, etc.

In school children can go to our learning mentor or other adults we trust if they have any problems or feel a little wobbly. There may also be other adults that they feel understand their problem.

Mrs Chappell? is the named school governor for Mental Health.

Miss Martindale? is the named Mental Health Champion.

Road Safety

We use Wigan Council to deliver a Road Safety Curriculum to the children that includes 'Bikeability'.

Use of Visitors

When appropriate to do so visitors will be used to help deliver the curriculum in a fun and informative way. For example, the school nurse when talking about keeping clean, the fire service when talking about safety in the environment (including rail, water and fire safety).

Links to Computing & E- Safety

Through the Computing and Connected World curriculum, we endeavour to equip our children with the skills they need to keep themselves safe online:

Reception – General safe use of technology including how to answer the phone etc.

Year One – - passwords, avatars, online learning environments

Key Questions

What is a password and why should we keep them safe?

A password is a secret word or phrase that allows a user to access a website. Passwords are like toothbrushes in that they should not be shared with anyone else.

What is a digital avatar?

In Purple Mash an avatar is a picture you create in the software to represent you. It is safer to use an avatar on the internet than have a picture of yourself.

Where is my work stored on Purple Mash?

In Purple Mash most of the work you save will be saved in the My Work section of Purple Mash. The only person that can see this work is the teacher and you.

Year Two - searches, email, digital footprint

Key Questions

Why is a search bar useful?	The search bar on Purple Mash or on a website helps the user to quickly find the resources they are looking for.
What is an email?	An email is a way of sending messages electronically from one device to another. An email can have items such as pictures and videos attached to it.
What is meant by my Digital Footprint?	A digital footprint is a term used to describe the traces of yourself that you leave online. With every website you visit, you leave a trail or footprint showing that you've been there.

Connected World - age 4-7

Self-image and identity

I can recognise, online or offline, that anyone can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.	I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.	I can explain how other people may look and act differently online and offline. I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.
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Online relationships

I can recognise some ways in which the internet can be used to communicate.	I can give examples of when I should ask permission to do something online and explain why this is important.	I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).
I can give examples of how I (might) use technology to communicate with people I know.	I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).	I can explain who I should ask before sharing things about myself or others online.
	I can explain why it is important to be considerate and kind to people online and to respect their choices.	I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.
	I can explain why things one person finds funny or sad online may not always be seen in the same way by others.	I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.
		I can identify who can help me if something happens online without my consent.
		I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.
		I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.

Online reputation

I can identify ways that I can put information on the internet.	I can recognise that information can stay online and could be copied.	I can explain how information put online about someone can last for a long time.
	I can describe what information I should not put online without asking a trusted adult first.	I can describe how anyone's online information could be seen by others.
		I know who to talk to if something has been put online without consent or if it is incorrect.

Online bullying

I can describe ways that some people can be unkind online.	I can describe how to behave online in ways that do not upset others and can give examples.	I can explain what bullying is, how people may bully others and how bullying can make someone feel.
I can offer examples of how this can make others feel.		I can explain why anyone who experiences bullying is not to blame.
		I can talk about how anyone experiencing bullying can get help.

Managing online information

I can talk about how to use the internet as a way of finding information online.	I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching .	I can use simple keywords in search engines .
I can identify devices I could use to access information on the internet.	I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.	I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).
	I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.	I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).
		I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.
		I can explain why some information I find online may not be real or true.

Health, well-being and lifestyle

I can identify rules that help keep us safe and healthy in and beyond the home when using technology.	I can explain rules to keep myself safe when using technology both in and beyond the home.	I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.
I can give some simple examples of these rules.		I can say how those rules / guides can help anyone accessing online technologies.

Privacy and security

I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).	I can explain that passwords are used to protect information, accounts and devices.	I can explain how passwords can be used to protect information, accounts and devices.
I can describe who would be trustworthy to share this information with; I can explain why they are trusted.	I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).	I can explain and give examples of what is meant by 'private' and 'keeping things private'.
	I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.	I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).
		I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).

Copyright and ownership

I know that work I create belongs to me.	I can explain why work I create using technology belongs to me.	I can recognise that content on the internet may belong to other people.
I can name my work so that others know it belongs to me.	I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it').	I can describe why other people's work belongs to them.
	I can save my work under a suitable title / name so that others know it belongs to me (e.g. filename, name on content).	
	I understand that work created by others does not belong to me even if I save a copy.	

Year Three - passwords, misinformation, PEGI ratings

What is a password and why should we keep them safe?
A password is a secret word or phrase that allows a user to access a website. Passwords are like toothbrushes in that they should not be shared with anyone else.

Is everything I read on the Internet true?
Just because something is on the Internet doesn't mean that it is true. Some people create spoof websites that pretend to be something else such as a bank website or to provide misleading information.

How do I know if I am old enough to play a computer game?
Computer games, like films, are often not suitable for children. PEGI ratings will show how old a person must be to play a game.

Year Four – digital f

Key Questions

What is meant by a digital footprint?
A digital footprint is the information that exists about a person based upon sites that they have visited, searches that they have done, information that they have shared and other online behaviours.

What is SPAM?
SPAM messages are emails or online messages sent from a computer to many other users. The users are sent the email without requesting it. The purpose of SPAM is for advertising, phishing or malware.

What is meant by plagiarism?
Plagiarism refers to using someone else's work and claiming it to be your own.

Year Five - inappropriate content, passwords, referencing sources

Who do I tell if I see anything online that makes me upset or scared?
When you are at school you should tell the teacher or another adult. At home you should tell your parent or guardian or another adult that you trust.

Why are passwords so important?
Passwords protect your information and stop other people accessing it. Passwords are like a toothbrush; they should not be shared with anyone else.

Why is it important to reference sources in my work?
If you use a book or article written by someone else, then you must reference it, so people know where you got the information from. If you don't do this then it is known as plagiarism.

Year Six – dangers online, digital footprint, screen time

Key Questions

Why do I need to be aware of the dangers of being online?

Although the Internet is a brilliant resource for learning and entertainment some people use the Internet to cause you harm. Being aware of these dangers can help keep you safe and protect your privacy.

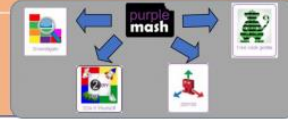
What is meant by my digital footprint?

The term digital footprint is used to describe the traces that people leave behind when they have visited a website or used social media. Your digital footprint is unique to you.

Why is it important to think about how much time use a screen for?

Using a screen can help you surf the Internet or enjoy computer games but you need to be careful how much time you spend using a screen. For instance, using a screen at night can damage your sleep patterns. Turn your screen off regularly and enjoy the world outside.

Key Resources:



Connected World - age 7-11



Self-image and identity

I can explain what is meant by the term 'identity'.	I can explain how my online identity can be different to my offline identity.	I can explain how identity online can be copied, modified or altered.	I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.
I can explain how people can represent themselves in different ways online.	I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.	I can demonstrate how to make responsible choices about having an online identity, depending on context.	I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.
I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar ; social media) and why.	I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.		I can explain the importance of asking until I get the help needed.

Online relationships

I can describe ways people who have similar likes and interests can get together online.	I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming , gaming platforms).	I can give examples of technology-specific forms of communication (e.g. emojis , memes and GIFs).	I can explain how sharing something online may have an impact either positively or negatively.
I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.	I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.	I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault.	I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.
I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.	I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.	I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).	I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs .
I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.		I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.	I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.
I can explain how someone's feelings can be hurt by what is said or written online.		I can demonstrate how to support others (including those who are having difficulties) online.	
I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.			

Activate Windows

Online reputation

I can explain how to search for information about others online.	I can describe how to find out information about others by searching online.	I can search for information about an individual online and summarise the information found.	I can explain the ways in which anyone can develop a positive online reputation.
I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.	I can explain ways that some of the information about anyone online could have been created, copied or shared by others.	I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.	I can explain strategies anyone can use to protect their digital personality and online reputation, including degrees of anonymity .
I can explain who someone can ask if they are unsure about putting something online.			

Online bullying

I can describe appropriate ways to behave towards other people online and why this is important.	I can recognise when someone is upset, hurt or angry online.	I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.	I can describe how to capture bullying content as evidence (e.g. screen-grab , URL , profile) to share with others who can help me.
I can give examples of how bullying behaviour could appear online and how someone can get support.	I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).	I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.	I can explain how someone would report online bullying in different contexts.
	I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).	I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.	
		I can identify a range of ways to report concerns and access support both in school and at home about online bullying.	
		I can explain how to block abusive users.	
		I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).	

Activate Windows



Managing online information

I can demonstrate how to use key phrases in search engines to gather accurate information online.

I can explain what **autocomplete** is and how to choose the best suggestion.

I can explain how the internet can be used to sell and buy things.

I can explain the difference between a 'belief', an 'opinion' and a 'fact' and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.

I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).

I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.

It is important that learning outcomes are interpreted within contexts that are relevant to the learner's experience and are achieved through learning that is matched to the readiness of the learner.

I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.

I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).

I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; **in-app purchases**, **pop-ups**) and can recognise some of these when they appear online.

I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.

I can explain that technology can be designed to act like or impersonate living things (e.g. **bots**) and describe what the benefits and the risks might be.

I can explain what is meant by **fake news** e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.

I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I aim presented with e.g. voice-activated searching giving one result.

I can explain what is meant by 'being **sceptical**'; I can give examples of when and why it is important to be 'sceptical'.

I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.

I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.

I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, **pop-ups**, targeted ads.

I can explain how search engines work and how results are selected and ranked.

I can explain how to use search technologies effectively.

I can describe how some online information can be opinion and can offer examples.

I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.

I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and **ad targeting** and targeting for **fake news**).

I understand the concept of **persuasive design** and how it can be used to influence peoples' choices.

Activate Windows
Go to Settings to activate V



Health, well-being and lifestyle

I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos).

I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).

I can explain how using technology can be a distraction from other things, in both a positive and negative way.

I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.

I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.

I can describe some strategies, tips or advice to promote health and well-being with regards to technology.

I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.

I can explain how and why some apps and games may request or take payment for additional content (e.g. **in-app purchases**, **lootboxes**) and explain the importance of seeking permission from a trusted adult before purchasing.

I can describe common systems that regulate age-related content (e.g. **PEGI**, **BBFC**, parental warnings) and describe their purpose.

I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.

I can recognise features of **persuasive design** and how they are used to keep users engaged (current and future use).

I can assess and action different strategies to limit the impact of technology on health (e.g. **night-shift mode**, regular breaks, correct posture, sleep, diet and exercise).

I can describe simple strategies for creating and keeping passwords private.	I can describe strategies for keeping personal information private, depending on context.	I can explain what a strong password is and demonstrate how to create one.	I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).
I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.	I can explain that internet use is never fully private and is monitored, e.g. adult supervision.	I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes , images, videos, voice, messages, geolocation) with others.	I can explain what to do if a password is shared, lost or stolen.
I can describe how connected devices can collect and share anyone's information with others.	I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure.	I can explain what app permissions are and can give some examples.	I can describe how and why people should keep their software and apps up to date, e.g. auto updates.
	I know what the digital age of consent is and the impact this has on online services asking for consent.		I can describe simple ways to increase privacy on apps and services that provide privacy settings.
			I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).
			I know that online services have terms and conditions that govern their use.

I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.	I can assess and justify when it is acceptable to use the work of others.	I can demonstrate the use of search tools to find and access online content which can be reused by others.
	I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.	I can give examples of content that is permitted to be reused and know how this content can be found online.	I can demonstrate how to make references to and acknowledge sources I have used from the internet.

Impact

Work, along with pre and post learning tasks, completed by the children is recorded in class 'floor books' which provide an excellent record of subjects covered by individual classes. These are monitored on a termly basis by the PSHE Curriculum Team – coverage is checked and monitored and next steps identified.

Class teachers complete termly assessments and make judgements on children's understanding in PSHE allowing children who require more support to be identified and children who are working at a higher level and are able to apply and generalise their learning.

Pupil and Parent questionnaires are completed yearly.

Management of PSHE at Garrett Hall Primary School

PSHE Coordinator: Mrs Rachel Chambers

Head Teacher: Mrs T. Beaty

Class teachers, SEN teaching assistants, general teaching assistants, and the school's nurture base leaders and learning mentor are also accountable for the provision of PSHE at Garrett Hall Primary School and work in collaboration with the school's PSHE Co ordinator & Senior Leadership Team.

All of the above can be contacted on 01942 883340 or via the email link on the school's website.

Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



Department
for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.

Parents and Carers,

As a part of your child's education at Garrett Hall , we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme.

PSHE education is the curriculum subject that gives children the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

I am writing to let you know that, over the next (insert number) weeks, starting (insert date), your child's class will be taking part in lessons which will focus on the relationships and sex education (RSE) aspect of this programme.

Lessons in year (insert year) will include pupils learning about (select as appropriate or add examples below): Healthy relationships, including friendships; families; growing and changing, including puberty; personal hygiene; changing feelings; becoming more independent; keeping safe; developing self-esteem and confidence.

Pupils will also have opportunities to ask questions. PSHE education is taught throughout the school in every year group and is monitored and reviewed regularly by the staff and governing body.

Please visit the school's website: (insert link to curriculum information here) for more detail about our PSHE curriculum.

All PSHE teaching takes place will take place in a safe learning environment and is underpinned by our school ethos and values. As a school community, we are committed to working in partnership with parents; recent parental feedback has indicated that the overwhelming majority of parents continue to be highly supportive of the relationships and sex education programme.

Yours sincerely, (Subject lead for PSHE education & contact email address)