



Goostrey Community Primary School RSHE and PHSE Policy

(PSHE -Personal, Social, Health Education and RSHE – Relationships, Sex and Health Education)

Appendix Scheme of Work Overview

Consulted with parents through the weekly newsletter summer '24

Summer 2024

To be reviewed Summer 2026

INTENT

Context

PHSE

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE 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.

RSHE

This policy includes our approach to Relationships and Health Education statutory (RSHE) from September 2020.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory

How does this policy inform the school's Equalities Policy?

Schools have a duty to uphold the Public Sector Equality Duty (PSED). The PSED or the Equality Act, as it is more commonly known, requires schools to eliminate discrimination; advance equality of opportunity; and foster good relationships. By

doing so, the Equality Act encourages schools to meet the diverse needs of children and to improve outcomes for all pupils regardless of background. Part of the Equality 'duty' is to teach children about rights and responsibilities, acceptance, empathy and understanding of others. The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics. We promote the principles of fairness and justice for all through the education that we provide at Goostrey.

Each member of staff involved in the delivery of Relationship and Health education PHSE and RSHE does so in line with the Teacher Standards and in accordance with the school's Staff Code of Conduct. For each member of staff delivering RSHE there is an understanding that:

- Different faiths and beliefs should be tolerated and not be the cause for prejudicial or discriminatory behaviour.
- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law
- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds
- Some members of our school community will identify as LGBT+
- Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
- Some children may have a different structure of support around them (for example: looked after children or young carers)

What is our philosophy?

At Goostrey Community Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

In this document, RSHE is defined as 'learning about physical, moral and emotional development'. It is about understanding the importance of; loving and caring relationships, the importance of a happy and safe family (the different forms this may take) marriage, stable and loving relationships, respect, love, care and responsibility.

What is our aim?

Our children are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children in our school need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. We aim to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online alongside the essential understanding of how to be healthy. We believe that the knowledge and attributes gained will support our children's wellbeing and attainment and help them to become successful and positive adults who make a meaningful contribution to society.

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover:

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

Drug Education

The school condones neither the misuse of drugs and alcohol by members of the school, nor the illegal supply of these substances.

The school is committed to the health and safety of its members and will take action to safeguard their well-being.

The school acknowledges the need to be aware and sensitive to the fact that some children may be living with drug using parents/carers.

In response to shared concerns at a local and national level, we wish to state that as part of its care for the welfare of its pupils, the school believes it has a duty to inform and educate young people on the consequences of drug and substance use and misuse. The school takes pro-active stance on this matter, believing that health education is a vital part of the Personal, Social and Health Education of every pupil. Fundamental to our school's values and practice is the principle of sharing the responsibility for education of young people with parents/carers, by keeping them informed and involved at all times. Effective communication and co-operation is essential to the successful implementation of this policy.

Drugs Education Aims

We believe and support the following educational aims in respect of substance use and misuse:

- To enable pupils to make healthy, informed choices by increasing knowledge, challenging attitudes and potential peer pressure in the future.
- To provide accurate information about substances
- To increase understanding about the implications and possible consequences of use and misuse
- To encourage an understanding for those experiencing or likely to experience substance use
- To widen understanding about related health and social issues
- To seek to minimise the risks that users and potential users face
- To enable young people to identify sources of appropriate personal support
- To provide support and up to date information to parents

IMPLEMENTATION

PSHE (including RSHE) at Goostrey Community Primary School is taught through a programme compiled by the school, which we believe offers us a comprehensive, carefully thought through Scheme of Work. It offers consistency and progression to our children’s learning in this vital curriculum area, as well as flexibility to respond to the needs of the children in specific cohorts.

The scheme also includes:

- The ***No Outsiders*** programme. to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about health-related issues. Taking place with consideration for the qualities of relationships within families. It is delivered within a clear values framework of mutual respect, rights and responsibilities, gender equality and acceptance of diversity. Effectively delivering the objectives outlined in the Equality Act 2010.
- The science and P.E. curriculum as well as the E-safety scheme of work (taught across the school from Reception to Year 6) support the PHSE curriculum. *Health and biology teaching is part of our science scheme which is based on the national curriculum (an overview of what is taught can be found on the class pages on the School’s website).*
- School Health also has an input, particularly when working with the older children before the transition to high school (specifically supporting with ‘growing up talks – puberty).
- ***My Happy Mind*** programme. A mental health and well being programme specifically designed for primary children.
- The PHSE scheme of work supports the “Personal Development” and “Behaviour and Attitude” aspects required under the Ofsted Inspection

Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

- Bespoke small group work with specific year groups, for example 7UP in Year 6, where they explore the transition to Year 7.

RSHE

Delivery

RSHE is usually delivered in mixed gender groups; however, there may be occasions where single gender groups are more appropriate and relevant. We teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work. We encourage the children to ask for help if they need it.

In KS1 we teach children about keeping clean, growing and changing, families and asking for help, differences between boys and girls and naming body parts. Children learn to appreciate the differences between people and how to show respect for each other.

In Key Stage 2 we teach about life processes and the main stages of life cycles, animals and plants, in greater depth.

In science lessons, in Key Stage 2, teachers inform children about body changes, personal hygiene, puberty and reproduction as part of life processes. For this aspect of the school's teaching, we follow our science scheme.

In years 5 & 6 we place a particular emphasis on health education, as many children experience puberty at this age. Teachers endeavour to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how reproduction works from a biology perspective, about the physical and emotional changes that happen during puberty, what issues may cause young people's anxiety and how they can deal with them. We always teach this with due regard for the emotional development of the children and take account of children's sexuality, disability, ethnicity and faith.

Why Parents / Carers are so important

Research shows that children and young people want to receive their initial RSHE from their parents and families, with school and other adults building on this later. But many parents find it difficult to talk to their children about RSHE topics and may lack confidence and up to date knowledge.

Teachers have a responsibility to ensure the safety and welfare of pupils and because teachers act in loco parentis, parents may need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of RSHE within the PSHE framework. Teachers and all those contributing to RSHE are expected to work within an agreed values framework as described in the school's policy which must be in line with current legislation.

Parents and Carers are the key people in:

- teaching their children about RSHE;
- maintaining the culture and ethos of the family;
- helping their children cope with the emotional and physical aspects of growing up; and
- preparing them for the challenges and responsibilities that sexual maturity brings.

Consulting Parents / Carers

We wish to build a positive and supportive relationship with the parents / carers of children at our school through respect, mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents / carers about the school's RSHE Policy and practice ensuring the policy is on the school website
- Answer any questions that parents / carers may have about the sex education (growing up talks) for their child
- Take seriously any issue that parents / carers raise with teachers or governors about this policy or the arrangements / delivery for sex education in our school in Year 6.

Parents who withdraw their children

Parents/carers have the right to request that their child be withdrawn from the Year 6 growing up talks but not any of the relationships and health education. If a parent wishes their child to be withdrawn from the Year 6 growing up talks they should discuss this with the Headteacher or class teacher. The school always complies with the wishes of the parents about their child being withdrawn from the growing up talks in Year 6.

The Role of other Members of the Community

We aim to work in participation with other external professionals working in health and children's services, both to bring expertise into RSHE teaching / delivery and to ensure that our children have access to the correct and most up-to-date advice and support on RSHE.

Confidentiality / Safeguarding

Teachers conduct RSHE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or discloses they are likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency following procedures laid down in the School's Safeguarding Policy.

Dealing with Difficult Questions

Ground rules are essential to provide an agreed structure when answering sensitive or difficult questions. Teachers will endeavour to encourage a "culture of asking" and will answer questions as honestly as possible. However, if teachers are faced with a question they do not feel comfortable answering, provision will be made to meet the individual child's needs. Correct vocabulary / terminology will be used consistently and appropriately throughout our school.

Inclusion

Teaching and resources will be adapted as appropriate to address the needs of all

children in order for them to have full access to the content of RSHE. Where appropriate, one to one provision will be made available.

PHSE

How are the needs of SEND Pupils met?

These lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning.

How does PHSE meets our duty to promote British Values?

English schools have a duty to promote the spiritual, moral, social and cultural (SMSC) development of their pupils, including understanding British values. The requirement to develop children's spiritual, moral, social and cultural understanding is set out in the Education Act (2002). In 2014, additional guidance was published for schools with regards to teaching British values. Guidance states that schools should promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance, and makes it clear that children should learn about discrimination and how to combat it. As previously shown our scheme of work, units, include teaching children about acceptance, empathy, prejudice and discrimination (particularly through the *No Outsiders* Scheme), and the rights and responsibilities they have as UK and global citizens (through *Living in the Wider World*).

How will this policy safeguard pupils and deal with bullying?

Schools have a legal obligation to safeguard their pupils In England, further legally-binding safeguarding guidance was released to schools in September 2018. This establishes that schools must protect all children from physical and emotional abuse including bullying on and off line and abuse that could happen from an adult or from other children.

Teaching children to accept there are a whole range of differences in people, helps combat stigma, discrimination and bullying. Children also need to be taught how to access help if they are involved in a bullying, or abusive situation.

The No Outsiders units of work, teach children why bullying can happen and why it is unfair, how to recognise a bullying/ abusive situation and how to get help. Within this work children discuss a wide range of reasons why some people are bullied, or

become bullies, and this includes some discussion around name-calling which includes the inappropriate use of words such as 'gay' and 'lesbian' as an insult towards another person. Anti-bullying guidance issued to schools in 2016 makes it clear that any bullying work should include teaching children why inappropriate use of these words is wrong and homophobic.

How is pupil confidentiality supported?

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so. The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's safeguarding policy agreed procedure for recording and reporting disclosures and the nature of access to this information.

If staff have any concerns about responses from children, they are to record these onto CPOMS.

What are the Teachers' Responsibilities?

To reassure parents/carers and pupils that the personal beliefs and attitudes of teachers will not influence the teaching of RSHE, all those contributing to the programme.

How will staff be trained?

It is important that staff delivering PHSE and RSHE work within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective lessons. Continuing professional development will be provided through a range of options: individual study and development, in-house CPD and external training courses.

Training could include:

- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

Drugs Education Implementation

These aims are fulfilled through aspects of the pupil's experiences in the taught curriculum, the informal curriculum and through opportunities for extra-curricular activities.

At present there are science topics in Year 2 and 6 that specifically look at drug education. In Year 2 children look at what is meant by 'prescribed drugs' and in Year 6, the focus is very much on awareness of the different type of drugs and their ill effects.

Any drug education outside of these year groups will be taught if required and delivered by the most appropriate people.

Guidance

The drug education curriculum will be the responsibility of the class teacher, and be overseen by the Curriculum Co-ordinator and Head teacher.

Support will be provided through external agencies such as the LA, Police and School Health team.

Use of Visitors and Outside Speakers

In dealing with aspects of substance use and misuse it is very important to be aware of both the 'form' and the 'content' of any information being considered by young people. Avoiding inconsistent messages is clearly of concern here, therefore the LA recommend that substance use and misuse issues are best dealt with by trained staff, who work with the children concerned, and who can gauge the most appropriate level of response to their questions and comments. As a school we support this view.

IMPACT

How will PHSE & RSHE be monitored and assessed?

The PHSE co-ordinator will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Recommending targets for whole school development
- Monitoring the PHSE class books (class books where a lot of the experiences, work and responses of the classes are recorded – these books move with the cohort)

The programme will be reviewed year on year and take into account updates from the government as well as the Health Education Partnership.

Appendix

Organisation of the PHSE programme

PHSE is taught at Goostrey through three strands.

Health and Well Being

(Including mental , peer on peer abuse and emotional well-being)

Relationships

(Through the No Outsiders curriculum)

Living In The Wider World

(Specific lessons and 5 minutes a day)

PHSE themes are also explored through other subjects in the curriculum for example computing, science, P.E. as well as through school assemblies, class discussions, 7 Up and 5 minutes a day.

Every half term there are specific sessions in each of the classes relating to

- 1 - No Outsiders book and subsequent session(s)
- 1 – focused session(s) on mental health, peer on peer abuse and emotional well being
- 1 – focused session(s) on Living in the Wider World – this can be a follow up from 5 mins a day or objective specific tasks.
- Weekly reflection sheets for the older children

School Curriculum Overview

No Outsiders

Book List for Reception – Year 6

EYFS	You Choose <i>(by Nick Sharratt and Pippa Goodheart)</i>	Red Rockets and Rainbow Jelly <i>(by Sue Heap and Nick Sharratt)</i>	Blue Chameleon <i>(by Emily Gravett)</i>	The Family Book <i>(by Todd Parr)</i>	Mommy Mama and Me <i>(by Leslea Newman and Carol Thompson)</i>
Year 1	Elmer <i>(by David McKee)</i>	Ten Little Pirates <i>(by Mike Brownlow and Simon Rickerty)</i>	My Grandpa is Amazing <i>(by Nick Butterworth)</i>	Max the Champion <i>(by Sean Stockdale, Alexandra Strick and Ros Asquith)</i>	My World, Your World <i>(by Melanie Walsh)</i>
Year 2	The Great Big Book of Families <i>(by Mary Hoffman and Ros Asquith)</i>	The First Slodge <i>(by Jeanne Willis)</i>	The Odd Egg <i>(by Emily Gravett)</i>	Just Because <i>(by Rebecca Elliot)</i>	Blown Away <i>(by Melanie Walsh)</i>
Year 3	Oliver <i>(by Birgitta Sif)</i>	This is Our House <i>(by Michael Rosen)</i>	Two Monsters <i>(by David McKee)</i>	The Hueys in the New Jumper <i>(by Oliver Jeffers)</i>	Beegu <i>(by Alexis Deacon)</i>
Year 4	Dogs Don't Do Ballet <i>(by Anna Kemp and Sarah Ogilvie)</i>	King and King <i>(by Linda de Haan and Stern Niland)</i>	The Way Back Home <i>(by Oliver Jeffers)</i>	The Flower <i>(by John Light)</i>	Red: A Crayon's Story <i>(by Michael Hall)</i>
Year 5	Where the Poppies now Grow <i>(by Hilary Robinson and Martin Impey)</i>	Rose Blanche <i>(by Ian McEwan and Roberto Innocenti)</i>	How to Heal a Broken Wing <i>(by Bob Graham)</i>	The Artist Who Painted a Blue Horse <i>(by Eric Carle)</i>	And Tango Makes Three <i>(by Justin Richardson and Peter Parnell)</i>
Year 6	My Princess Boy <i>(by Cheryl Kilodavis and Suzanne DeSimone)</i>	The Whisperer <i>(by Nick Butterworth)</i>	The Island <i>(by Armin Greder)</i>	Love You Forever <i>(by Robert Munsch)</i>	Dreams of Freedom <i>(by Amnesty International)</i>

Themes For The No Outsiders Lessons

<p>Reception</p> <ul style="list-style-type: none"> to say what I think to understand that it is OK to like different things to make friend with someone different to understand that all families are different to celebrate my family 	<p>Year 1</p> <ul style="list-style-type: none"> to like the way I am to play with boys and girls to recognise that people are different ages to understand that we share the world with lots of people
<p>Year 2</p> <ul style="list-style-type: none"> to understand what diversity is to understand how we share the world to understand what makes someone feel proud to feel proud of being different to be able to work with everyone in my class 	<p>Year 3</p> <ul style="list-style-type: none"> to understand how difference can affect someone to understand what 'discrimination' means to find a solution to a problem use strategies to help someone who feels different to be welcoming
<p>Year 4</p> <ul style="list-style-type: none"> to know when to be assertive to understand why people choose to get married to overcome language as a barrier to ask questions 	<p>Year 5</p> <ul style="list-style-type: none"> to learn from our past to justify my actions to recognise when someone needs help to appreciate artistic freedom to accept people who are different from me

<ul style="list-style-type: none"> to be who you want to be 	
<p>Year 6</p> <ul style="list-style-type: none"> to promote diversity to stand up to discrimination to challenge the causes of racism to consider how my life may change as I grow up to recognise my freedom 	

Mental Health, Emotional Well-Being and
Living in the Wider World Overview

Year Group	Mental health and emotional well being	Living in the Wider World
1	<p><i>At the beginning of each year – mind map of what Respect means – focus on children’s age appropriate understanding of child on child abuse. What is respect and what does it look like? This may link with the work from ‘Living in the wider world’.</i></p> <p>Mental health and emotional well being Feelings Pupils learn:</p> <ul style="list-style-type: none"> about different types of feelings about managing different feelings about change or loss and how this can feel <p>My Happy Mind Programme</p>	<p>Keeping safe and managing risk: Feeling Safe People who help and don’t help us Drug, alcohol and tobacco education What do we put into and on to bodies? NHS/Police Diversity and Equality Black History Month - October Inspirational Figures in modern day life (Head’s newsletter inspirational figure from potentially marginalised groups)</p>
2	<p><i>At the beginning of each year – mind map of what Respect means – focus on children’s age appropriate understanding of child on child abuse. What is respect and what does it look like? This may link with the work from ‘Living in the wider world’.</i></p> <p>Mental health and emotional well being Friendships Pupils learn:</p> <ul style="list-style-type: none"> about the importance of special people in their lives about making friends and who can help with friendships about solving problems that might arise with friendships <p>My Happy Mind Programme</p>	<p>Keeping safe and managing risk: Indoors and outdoors People who help and don’t help us Drug, alcohol and tobacco education Medicines and me NHS/Fire Service (link to GFof London?) Diversity and Equality Black History Month - October Inspirational Figures in modern day life (Head’s newsletter inspirational figure from potentially marginalised groups)</p>
3	<p><i>At the beginning of each year – mind map of what Respect means – focus on children’s age</i></p>	<p>Identity, society and Equality</p>

	<p><i>appropriate understanding of peer on peer abuse. To understand the term child on child abuse. What is respect and what does it look like? This may link with the work from 'Living in the wider world'.</i></p> <p>Mental health and emotional well being Strengths and challenges</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about celebrating achievements and setting personal goals • about dealing with put-downs • about positive ways to deal with set-backs <p>My Happy Mind Programme</p>	<p>Understanding British Values Democracy Yr 3</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about Britain as a democratic society • about how laws are made • learn about the local council <p>Careers, financial capability and economic wellbeing Saving and spending</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about what influences people's choices about spending and saving money • about the world of work <p>Diversity and Equality Black History Month - October Inspirational Figures in modern day life (Head's newsletter inspirational figure from potentially marginalised groups)</p>
4	<p><i>At the beginning of each year – mind map of what Respect means – focus on children's age appropriate understanding of child on child abuse. To understand the term peer on peer abuse. What is respect and what does it look like? This may link with the work from 'Living in the wider world'.</i></p> <p>Mental health and emotional well being Managing Everyday Feelings</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about the different feelings and emotions people experience; how feelings and emotions change and what helps people to feel good. • about managing feelings and emotions in different situations • about getting help, advice and support with feelings and emotion <p>My Happy Mind Programme</p> <p><u>Disrespect Nobody</u></p> <p>Children will:</p> <ul style="list-style-type: none"> • develop their understanding and recognition of healthy and unhealthy relationships • develop ways to manage and maintain healthy relationships, including online • understand where and how to seek help with managing their relationships <p>Questions to use in the classroom</p> <ul style="list-style-type: none"> • How do we know if a relationship is healthy and positive? • How does a healthy relationship make the people in the relationship feel? • How should people treat one another in a healthy relationship? • What are some ways of resolving differences in a relationship? 	<p>Identity, society and Equality Understanding British Values Rights of the child Yr 4</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • the UN Convention on the Rights of the Child <p>Careers, financial capability and economic wellbeing Budgeting</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • how people can keep track of their money • about the world of work <p>Diversity and Equality Black History Month – October Inspirational Figures in modern day life (Head's newsletter inspirational figure from potentially marginalised groups)</p>

	<ul style="list-style-type: none"> • How would someone know if a relationship is unhealthy, or unsafe? • How might an unhealthy relationship make the people in it feel? • What can someone do if a relationship feels unhealthy or unsafe to them? • Where can someone of your age get help if they are worried about a relationship? 	
5	<p><i>At the beginning of each year – mind map of what Respect means – focus on children’s age appropriate understanding of child on child abuse. To understand the term peer on peer abuse. What is respect and what does it look like? This may link with the work from ‘Living in the wider world’.</i></p> <p>Mental health and emotional well being Dealing with feelings Pupils learn:</p> <ul style="list-style-type: none"> • about a wide range of emotions and feelings and how these are experienced in the body • about times of change and how this can make people feel • about the feelings associated with loss, grief and bereavement <p>My Happy Mind Programme</p> <p><u>Disrespect Nobody</u></p> <p>Children will:</p> <ul style="list-style-type: none"> • develop their understanding and recognition of healthy and unhealthy relationships • develop ways to manage and maintain healthy relationships, including online • understand where and how to seek help with managing their relationships <p>Questions to use in the classroom</p> <ul style="list-style-type: none"> • How do we know if a relationship is healthy and positive? • How does a healthy relationship make the people in the relationship feel? • How should people treat one another in a healthy relationship? • What are some ways of resolving differences in a relationship? • How would someone know if a relationship is unhealthy, or unsafe? • How might an unhealthy relationship make the people in it feel? • What can someone do if a relationship feels unhealthy or unsafe to them? • Where can someone of your age get help if they are worried about a relationship? 	<p>Identity, society and Equality Understanding British Values Civil rights Yr 5 Pupils learn:</p> <ul style="list-style-type: none"> • Equality and Civil rights – through history and significant figures E.g Martin Luther King, Nelson Mandela - also other significant people and events Windrush, Marcus Rashford <p>Careers, financial capability and economic wellbeing Borrowing and earning money Pupils learn:</p> <ul style="list-style-type: none"> • that money can be borrowed but there are risks associated with this • what influences people’s decisions about careers
6	<p><i>At the beginning of each year – mind map of what Respect means – focus on children’s age appropriate understanding of child on child abuse. To understand the term peer on peer abuse. What is respect and what does it look like? This may link with the work from ‘Living in the wider world’.</i></p> <p>Mental health and emotional well being Healthy minds Pupils learn:</p> <ul style="list-style-type: none"> • what mental health is • about what can affect mental health and some ways of dealing with this • about some everyday ways to look after mental 	<p>Identity, society and Equality Understanding British Values Human rights Yr 6 Pupils learn:</p> <ul style="list-style-type: none"> • about people who have moved to Cheshire from other places, (including the experience of refugees) • about human rights • about homelessness <p>Careers, financial capability and economic wellbeing</p>

<p>health</p> <ul style="list-style-type: none"> • about the stigma and discrimination that can surround mental health <p>My Happy Mind Programme</p> <p><u>Disrespect Nobody</u></p> <p>further develop their understanding of rights and responsibilities towards others within relationships • communicate their views on the qualities of healthy relationships • develop strategies to manage difficult relationship situations and resolve conflicts, including managing online contact</p> <p>Questions to use in the classroom</p> <ul style="list-style-type: none"> • What are the qualities of a healthy relationship? • What rights and responsibilities do people have within different relationships? • How can people identify and resist unhelpful pressure and influence in a relationship? • How can people resolve upsetting relationship situations? • How can people end a relationship safely and responsibly? • Where and how can people get help for themselves or others if they think they are in an unhealthy relationship, or need help? 	<p>Enterprise</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about enterprise <p>Diversity and Equality</p> <p>Black History Month - October</p> <p>Inspirational Figures in modern day life (Head's newsletter inspirational figure from potentially marginalised groups)</p>
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Living In the Wider World

Focus in KS1 – Keeping Safe

Focus on KS2 - Democracy and Rights, also understanding basic finance.

Physical Health is covered within the science curriculum in KS2

Resources to support the scheme of work

<https://globaldimension.org.uk/resource/learning-about-human-rights-in-the-primary-school/> - Rights

You – Me – PHSE – Islington Council PHSE scheme of work

PHSE Association – Mental Health and Emotional Well Being lessons

Anna Freud Centre - <https://www.annafreud.org/> – Mental Health and Emotional Well Being guidance

<https://www.annafreud.org/selfcare/>

<https://www.minded.org.uk/>

<https://www.annafreud.org/coronavirus/>

<https://www.mentallyhealthyschools.org.uk/resources/>

Guidance to follow for Disrespect Nobody with junior children - [6.3003 HO Disrespect Nobody Overview Discussion Guide 8-12 Yr Olds \(pshe-association.org.uk\)](#)