



Whitestone Infant School



'Hand in Hand we Learn'

Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy

Spring 2021

NAMED PERSONS RESPONSIBLE AT WHITESTONE		
POSITION	NAME	SIGNATURE
HEADTEACHER	N.A. Green	
PSHE/RSE LEADER	P. Hill	
PSHE GOVERNOR	M. Hartopp	

Consultation with parents: _____

This Policy was ratified on: _____

Date of next review: Spring 2023

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and parents to share this commitment.

Intent -

This school is committed to providing opportunities for children to develop their moral, spiritual, social, cultural and personal skills and understanding. Our Whitestone Welcomes Everyone work promotes our ethos that everyone has the right to be treated with respect and dignity. Whitestone Infant School prepares children for life in modern Britain.

‘Personal, social and health education (PSHE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.’ (Guidelines for PSHE) and Citizenship, Curriculum 2000)

‘Today’s children and young people 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 and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.’
Excerpt from the foreword written by the secretary of State for Education- (Relationships Education, Relationships and Sex education and Health Education 2019)

Aims and objectives-

We will ensure:

- the effective delivery of the Relationships Education, Relationships and Sex Education (RSE) and Health Education Curriculum alongside and within the National Curriculum, in order to promote high standards and close work in related curriculum areas. Building on and developing many related Early learning goals in Foundation stage through school
- a caring atmosphere to promote equality and respect through our school and into the wider community, taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need.
- that all children will be encouraged to actively participate in a relevant, age appropriate and developmentally appropriate, well-matched curriculum consisting of carefully sequenced well-planned lessons that can be used confidently in real life situations.
- mental wellbeing as central, to give them the knowledge and capability to take care of themselves and others and how to find and receive support if problems arise.
- a dedicated and committed staff and governors who regularly review teaching and learning to maintain our high standards and ensure coverage of statutory content.
- a close partnership with parents and others in the community. We are clear that parents and carers are the prime educators for children on many of these matters.

‘Content should support the wider work of ‘our’ school in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.

The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.' (Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019)

Roles and responsibilities

- All staff have a responsibility to uphold and promote the aims and content of our curriculum throughout the day ensuring Relationships Education, Relationships and Sex Education (RSE) and Health Education aims and principles are imbedded in all we do and say.
- All staff will ensure children with SEND needs can access the learning.
- All staff will ensure the curriculum is delivered with respect for children's individual lived experiences or needs.
- Safeguarding leads will ensure any necessary safeguarding actions are taken.
- Our school Mental health first aider will support staff, children and the wider community as necessary.
- Our personal and mental health support TA will support individuals in the mornings and in groups in the afternoon.
- Our subject leader along with the headteacher, school council, school staff, governors and parents will monitor and review the policy and curriculum content.

We all know we have a duty of care at school and that it is '*unlawful to discriminate against any of the protected characteristics of: race, sex, gender, religion or belief, disability, sexual orientation, gender reassignment, pregnancy or maternity.*' (Equality Act 2014)

Sensitive issues – all staff, parents and governors will be given time to discuss how as a school we deal with sensitive issues and questions.

- We will seek advice and only discuss sensitive issues with those at school that need to know, ie – the Designated Safeguarding lead.
- We will continually review what we say in response to questions. We may answer them in class, outside, with parents or after consultation with the Head as designated safeguarding lead. We will endeavour to find an appropriate answer, so children do not need to look elsewhere for answers.
- **Right to withdraw.** Sex education is not compulsory at primary age. We do not teach additional sex education other than in the Science curriculum and through our work on Prevent Education Curriculum – taking care project Warwickshire Education safeguarding service. Any parent/carer concerned about any explicit content should see the Head and discuss the curriculum for clarity.

Curriculum

Foundation stage

During the Foundation Stage children will learn about themselves as developing individuals and as members of their communities, building on their own experiences. They will learn to be healthy both physically and mentally. They will be given opportunities to show that they can take some responsibility for themselves and their environment. They will begin to learn about their own and

other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a school and class community, they will learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They will begin to take an active part in the life of their school and neighbourhood.

Specific teaching will also cover -

- Listening, understanding and speaking – giving children the opportunity to listen to what others say and respond appropriately, answer how and why questions, express themselves effectively and be aware of the listener.
- Health and self-care - children will learn about a healthy diet, what keep us healthy and safe. How to dress go to the toilet independently and manage basic hygiene.
- Personal social and emotional education – promoting resilience, children are confident to try new learning and say when they need help. They talk about their own and other's feelings, they are sensitive to the feelings of others. They talk about behaviour and its consequences and why some behaviour is unacceptable. They work as part of a group, sharing taking turns and take changes in their stride. They form positive relationships with others including adults.
- Understanding the world – talk about past and present events in their own lives and that of family members. Know that they don't always enjoy the same things and they are sensitive to this. Know there are similarities and difference between themselves and others. Understand there are different families, communities and traditions. Talk about environments how they might be different and how they might change.
- Technology - children will be aware of internet use and safety.
- Expressive arts – children will be encouraged to express their own ideas, thoughts and feelings.
- Prevent Education Curriculum – taking care project Warwickshire Education safeguarding service see appendix 3
- Book list – see appendix 4
- Activities – see appendix 5
- Assemblies led by the headteacher – see appendix 6

Key stage 1

Staff in Years One and Two will follow a planned curriculum based on the

- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance see appendix 1 (particular reference to pgs 20-22 and 32-35)
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)
- Using the long term and medium-term plans and resources from the PSHE association website <https://www.pshe-association.org.uk> see appendix 2.
- Prevent Education Curriculum – taking care project Warwickshire Education safeguarding service appendix 3
- Book list - see appendix 4
- Activities – see appendix 5
- 'Cambridge Scheme'. Specific links to Social and Emotional aspects of learning (SEAL) are identified.

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- Assemblies led by the headteacher – see appendix 6

Discrete curriculum time will be identified within Long, Medium and Short-term plans to cover:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy Eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing body

Where areas overlap other areas of the curriculum staff will liaise to ensure, continuity, and links. Particularly in PE, RE, Science and ICT

Teaching will include -

- Visits and trips
- Whole school events
- Circle time/discussion
- Sports activities
- Clubs
- Focussed whole day or week events.
- Assemblies
- Engaging with visitors
- National charity events
- Specific time on the timetable for specific well-planned lessons

Approaches to teaching and learning

Everyone learns in different ways and has different learning styles, but all learn best when we feel safe and affirmed, motivated and actively involved. The school promotes the use of a range of teaching and learning styles.

- The purpose of each lesson is made clear, with a clear objective, building on previous learning.
- Appropriate learning experiences are planned and meet the needs of the pupils in the class.
- Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge and understanding and be able to use in real situations.
- Group work – a key opportunity to practice social development, discuss and share.

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- Active learning – doing, reflecting on their learning and questioning, consolidating and applying what they have learnt.
- Working independently – reflecting on personal thoughts, ideas, needs, learning
- Attention is given to developing a safe and secure classroom climate.
- Staff training needs are met.

Activities will include: see appendix E for details

- Advise Alley
- Hot seating
- Draw and write
- Risk continuum
- Diamond 9
- Snowballing
- Agony Aunt
- Brainstorm
- Character study
- Question box
- Freeze frame
- Poster
- Poem
- Art
- Traffic lights
- Diary
- Wordsearch
- Well-being activities etc

More Able

More able children may need more demanding discussion such pupils will be given the opportunity to develop their thinking and ideas at this higher level and will be identified as in other areas of the curriculum as more able children.

SEND and inclusion

The school strives to enable all pupils to reach their full potential. Staff will plan for those needing extra support where necessary. Planning is linked to the Individual Education Plan (IEP) and cross-referenced to weekly plans. The pupils are supported by teachers, teaching assistants and outside agencies where appropriate. Children who need it will be dealt with sensitively and their lived experiences will be taken into account during planning.

This policy reflects the school policy on equal opportunities where all children, irrespective of any of the protected characteristics *race, sex, gender, religion or belief, disability, sexual orientation, gender reassignment, pregnancy or maternity*. are taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents, while always with the aim of providing pupils with the knowledge they need. (*Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019*)

Assessing, Recording and Reporting Children's Progress.

Children will be assessed at the beginning of an area of work/objective with a task to assess what they already know or think. Then after a clear progression of learning activities. They will be assessed with the same activity or, another linked to the objective to see what they have learned and if they know how they would use their learning in a real situation.

Evidence of pupil progress may be in the form of written work, in books, related art work, posters, records of participation in discussion, post it notes of ideas, observational notes of actions in drama activities, actions observed showing learning in real situations etc.

Strategies to celebrate pupils' achievement include the use of:

- Class reward and highlighting use of learning – good manners, kindness, welcoming others, healthy choices, ability to think about own opinions and discuss etc
- Class stickers for good work and effort as well as for being kind, helpful and considerate to others.
- Class teacher praise and reward with dojos etc
- Head teacher discussion, or praise, stickers etc
- Assemblies highlighting positive behaviours, choices, kindness and consideration etc

Monitoring and Evaluation

- Monitoring and evaluation of planning
- Observation of specific areas
- Records of Achievements
- Monitoring by named governor
- Review of resources.
- Action plan and LIP
- Lesson observations and feedback to teachers
- Looking at samples of pupils' work and displays
- As a regular agenda item at governor curriculum meetings/ staff meetings

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Approaches to evaluation include:

- Participatory activities at the end of lessons or units of work
- Questionnaires at the end of units or as part of an end of year review
- School questionnaire
- Pupil voice and school council voice
- Feedback from teachers about particular aspects of the RSE curriculum, e.g. external contributors, theatre-in-education, peer education
- Comparison with the baseline of pupils' existing knowledge, understanding and skills.

Links with other policies

- Early years
- Behaviour
- Safeguarding – child protection
- RE
- Assessment
- Science
- PE
- SEND

Provision in other Subject Areas

English

In English children are involved in speaking and listening, group discussion and interaction, drama and reading and writing activities that enable them to develop the knowledge skills and understanding necessary as they prepare to play an active role as citizens.

Children take turn in discussion, think about the needs of their listeners and make contributions relevant to the topic, learning to vary their contributions to suit the activity and purpose and to deal positively with opposing points of view. The skills of group participation taught through literacy help children to take up and sustain different roles, adapting them to suit different situations.

Drama, story and poetry can provide opportunities for children to explore unfamiliar situations and to clarify varied attitudes and values and to consider other points of view. Reading will enable children to research and interpret information from a variety of sources.

Through listening to television and radio, reading newspapers and exploring ICT materials including the internet, children will learn that different sources will present information in different ways.

Mathematics

As children develop their skills, knowledge and understanding in maths, they will learn the skills of problem solving and logical reasoning and begin to develop elementary ideas about proof. They are increasingly able to apply their learning to everyday life, to the solution of real problems and to the process of informed decision making.

Science

As children study science at KS1 they develop knowledge, skills and understanding that contribute to their learning in aspects of plant and animal growth and life cycles. They learn about ways in which living things and the environment need protection. They work together to collect evidence to help them to answer questions, use reference materials to investigate them and share and communicate their ideas. They learn to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. They learn to apply their knowledge and understanding to aspects of their own lives and experiences.

Computing

Children also learn that data can be manipulated, for example by sorting it, searching for information on it or changing aspects of it.

Computing helps children to share and communicate information in a variety of ways and to take account of the needs of different audiences as they do so. They learn to communicate by making various presentations, publishing and using e-mail. The internet allows them to communicate with people from other places and cultures, and to exchange information and ideas. They may explore issues such as internet safety; including the need to be careful about giving out personal details to people they do not know.

Design Technology

Design and technology contributes by helping children to take part in discussion about what they like and dislike as they develop designing and making ideas and evaluate processes and products.

Children learn to consider the needs of people who will use the product they design and make. They learn to follow health and safety procedures when working with tools, equipment, materials and components and those relating to safety and hygiene.

History

Through history children learn about lives and lifestyles from the recent and more distant past. They find out about significant people, events and places from Britain and the wider world. They develop skills that support their learning in citizenship, for example the skills of enquiry and communication. They use a variety of sources of information and communicate their ideas through speaking, writing, drawing and the use of ICT.

Geography

In geography children develop the knowledge, skills and understanding relevant to their lives and the lives of others. They develop skills of enquiry and communication which help them to research, reflect on and discuss topical issues, problems and events.

As they learn about places and environments locally (including the school and its immediate locality) and further a field, they begin to understand the diversity of cultures and identities in the UK and the wider world. Children learn that they live in an interdependent world and they begin to understand that their own actions can have consequences for other people and places.

Art and Design

Art and design gives children opportunities to work with others in groups or teams to explore and develop ideas, make images and artefacts and evaluate their work. Through this, they learn to value different ideas and contributions and develop respect for the opinions of others. They learn about the role and purposes of artists, craftspeople and

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designers working in different cultures and begin to develop an understanding of how works of art, craft and design reflect personal, social, political and cultural values and beliefs.

Music

Music promotes personal expression, reflection and emotional development. As an integral part of culture, past and present, it can help children to understand themselves and to relate to others, forging links between home, school and the wider communities to which they belong. Children have the opportunity to participate in group or class performance, taking responsibility for their contribution, developing positive relationships with others and recognising the need for different roles within the group. They learn about and experience music from different times and culture, which contributes to their appreciation of the range of national, regional, religious and ethnic identities in the United Kingdom.

Physical Education

Physical Education supports citizenship by promoting children's self-reliance, self-discipline, social responsibility and spirit of adventure. They learn to value and be sensitive to individual differences and to take part as members of groups and teams. They take on different roles, such as leader or organiser, taking responsibility for their contribution, facing challenges and making democratic decisions.

Physical education provides opportunities for children to learn about other times and cultures, for example through dance activities. It can provide opportunities for members of the wider community to be involved in the school and for the children to be involved in the community beyond school. Children develop an understanding of how to succeed in different situations, reflecting on and learning to evaluate and recognise their own success.

Religious Education

RE provides many opportunities for children to explore other communities and religions and learn that in our society there is a rich diversity of people, homes, families, cultures and beliefs. In RE lessons children have an opportunity to reflect on spiritual, moral, social and cultural issues, using their imagination to understand other people's experiences. It provides a valuable context for children to learn about and appreciate the range of national, regional, religions and ethnic identities in the United Kingdom.

Appendix 1 – Expectations of what pupils should know by the end of Primary school as set out in (*Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019*)

Relationships Education (Primary)

By the end of Primary School	Pupils should know-
Families and people who care for me	<p>Families and people who care for me Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. • that marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due

	respect to others, including those in positions of authority.
Online relationships	<ul style="list-style-type: none"> • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources

Pg 22 - (*Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019*)

Physical health and mental wellbeing: Primary

By the end of Primary school	Pupils should know
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 33 • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).

	<ul style="list-style-type: none"> • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<p>that for most people the internet is an integral part of life and has many benefits.</p> <ul style="list-style-type: none"> • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
	<p>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.</p>
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.

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Appendix 2 – PSHE - Long Term Plan

PSHE –Long term plan based on the PSHE association plans. (note reception added after looking at the EYFS curriculum)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Who am I? Who are my friends?	Who is in my family?	Who is in my school? Who can I talk to?	How do I look after myself and my body?	How do I stay safe?	How do I look after my school and the people in it?
At Whitestone following the (Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019)	We will talk about our feelings. We will listen to the ideas and feelings of others. How can I express my feelings? Who is my friend?	Talk about past and present family events. How are we the same and different? Who is in our family?	What do we enjoy doing at school? Do we all enjoy the same things? Confidence to try new things. Resilience activities Wellbeing	What is healthy food? How do I stay clean? Daily active – exercise Online safety	What is being safe? How do I manage risks? Resilience	Looking after the environment. Who works in the wider school? What do they do?
No outsiders R	Blue Chameleon	The family book	You choose		Red Rockets and Rainbow Jelly	Mommy Mam and me
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?
	Relationships Ourselves and others; similarities and differences; individuality; our bodies.	Relationships Ourselves and others; people who care for us; groups we belong to; families	Health and wellbeing Being healthy; hygiene; medicines; people who help us with health	Living in the wider world Money; making choices; needs and wants Online safety	Health and wellbeing Keeping safe; people who help us	Living in the wider world Ourselves and others; the world around us; caring for others; growing and changing

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?
PSHE association	Relationships Friendship; feeling lonely; managing arguments	Relationships Behaviour; bullying; words and actions; respect for others	Living in the wider world People and jobs; money; role of the internet	Health and wellbeing Keeping safe; recognising risk; rules	Health and wellbeing Being healthy: eating, drinking, playing and sleeping	Health and wellbeing Feelings; mood; times of change; loss and bereavement; growing up
At Whitestone following the (Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019)	How do we treat others? Taking turns, manners, kindness, school rules. Recap family life and how we spend time with our family.	How do we consider others? How do we show respect others? Seeking permission How do we respect ourselves? What is whistleblowing?	Talk about perceived gender limits. What job can you do when you get older? Internet safety	Hobbies, interests in school and out. What do you like to do? How do you do it safely? Basic first aid what do you do in an emergency?	What is healthy eating and a balanced diet? Why do we drink water? Daily exercise. Recap safety on the road and by water and by train tracks etc	Recap protective behaviours who can talk to including each other. How do we express ourselves? Wellbeing
No outsiders	Blown away	The great big book of families	Just because	The first Slodge		The Odd egg

	Autumn:	Spring	Summer
Prevent Education curriculum	Feelings Who is in my class, school? Who can I talk to?	Feelings Early warning signs Telling secrets Network hand	Revisit through different activities
School extras	Safety – handwashing /hygiene Social distancing	Building resilience and self-help skills	Building learning powers continued
		Healthy lunch/ box promotion	Sun safe Walk/cycle to school week.
			Our community Changes and moving on.

Protective Behaviours – what’s that?

Protective Behaviours (PBs) is an internal process where each person applies the ideas to their own unique experience.

Feelings, Thoughts and Behaviours

During this session we look at the interaction between our feelings, thoughts and behaviour. We see that feelings are feelings, neither right nor wrong, good nor bad, positive nor negative. Some people seem to mask one feeling with another or use behaviour as a way of avoiding or covering feelings. We look at how behaviour is a choice with an effect. These effects may involve others as well as ourselves. Sometimes we do not know what our choices are or they may be limited by factors we cannot change. Once we are in touch with our feelings it helps free us to use our thinking. Our thinking can influence both our feelings and behaviour.

Theme 1 ‘We all have the right to feel safe all the time’

We explore this theme in detail, carefully looking at the connection between rights and responsibilities. We also take the concepts of blame and punishment out of commonly held ideas associated with responsibilities. Instead we focus on the ‘ability to respond’ contained within the meaning of the word. The difference between having responsibility **for** ourselves and **to** others is also examined. Next we discover for ourselves the difference between feeling safe, fun to feel scared (adventurous), risking on purpose (which may not feel like fun but we want the goal at the end) and feeling unsafe. These differences are recognised by what we call our ‘Early Warning Signs’ (EWS), the specific bodily responses which tell us when we do not feel safe. These universal body signs mean Protective Behaviours is accessible to all people, irrespective of age, gender, sexuality, nationality, ability or belief system.

Theme 2 ‘We can talk with someone about anything, even if it feels awful or small’

This theme is also explored in detail. In particular we focus on the ideas and effects of ‘talking’, and what might happen if we do not believe this theme. We encourage everyone to develop their personal networks of support; those people they could turn to if in need. Desired qualities of network people are identified and we examine how we would know if someone has these qualities. Types of networks and ways of letting people know we need to talk with them are also explored.

Ann Seal – Protective behaviours – taking care project - www.pbpeople.org

Appendix 4 - PSHE Books in school

The Selfish Giant	Oscar Wilde	Sharing
When the Teddy Bears Came	Martin Waddell	New Baby
The Trouble with Babies	Angie Sage	New Baby
I'm Still Important	Jen Green	New Baby
New Baby	Judith Baskerville	Baby Celebrations
Hurt	Janine Amos	Emotions
First Day at School	Rebecca Hunter	First Experiences
Where's MyPeg	Jen Green	First Day at School
School is Great	Early Novel	Feelings, School
Jessica	Kevin Henkes	Friendships
Chester's Way	Kevin Henkes	Friendships
No More Bullying	Rosemary Stores	Bullying
The Hefty Fairy	Nicholas Allan	Feelings
Jamaica Tag a Long	Juanita Havill	Sharing / Relationships
The Pain and the Great One	Judy Blume	Jealousy
Jealous	Janine Amos	Jealousy
My Friend Whale	Simon James	Caring
A Mother for Choco	Keiko Kasza	Adoption
When Uncle Bob Died	Althea	Bereavement
Goodbye Max	Holly Keller	Bereavement
Remembering Grandad	Sheila Isherwood	Bereavement
Can't You Sleep Little Bear	Martin Waddell	Fears
Sally Can't See	Palle Petersen	Blindness
Friends at the Seaside	Syndrome Assoc.	Downs Syndrome
Thank You	Janine Amos	Good Manners
No Thank You	Janine Amos	Good Manners
Hello	Janine Amos	Good Manners
Our Families	Little Nippers	Families

Books that - that raise aspiration, promote ambition and challenge gender stereotypes.

Amelia Earhart – Ma Isabel Sanchez Vegara
Ada Lovelace – Ma Isabel Sanchez Vegara
Stephen Hawking – Ma Isabel Sanchez Vegara
Marie Curie – Ma Isabel Sanchez Vegara
Big Idea Engineer – Tara Binns
Double-quick – Tara Binns
High-Flying Pilot – Tara Binns
Ada Twist scientist – Andrea Beaty
Iggy Peck architect – Andrea Beaty
Rosie Revere engineer – Andrea Beaty
Ellie Simmonds – Champion Swimmer – Clive Clifford
Jessica Ennis Hill – Champion Athlete – Simon Hart
Ready steady Mo – Mo Farah – Kes Gray and Marta Kissi

No outsiders in our school- book list		
EYFS		
You Choose -by Nick Sharratt and Pippa Goodheart LI – to say what I think		
Red Rockets and Rainbow Jelly – by Sue Heap and Nick Sharratt LI – To understand it is ok to like different things		
Blue Chameleon – by Emily Gravett LI – To make friends with someone different		
The Family Book – by Todd Parr LI – To understand that all families are different		
Mommy Mama and Me – by Leslea Newman and Carol Thompson LI – To celebrate my family		
Year 1		
Elmer – by David Mckee LI – To like the way I am		
Ten Little Pirates – by Mike Brownlow and Simon Rickerty LI – To play with boys and girls		
My Grandpa is Amazing – by Nick Butterworth LI -To recognise that people are different ages		
Max the Champion – by Sean Stockdale, Alexandra Strick and Ros Asquith Li – To understand that our bodies work in different ways		
My World your World – by Melanie Walsh LI – To understand how we share the world with lots of people		
Year 2		
The Great Big Book of Families – by Mary Hoffman and Ros Asquith LI – To understand what diversity is		
The First Slodge – by Jeanne Willis LI – To understand how we share the world		
The Odd Egg - by Emily Gravett LI – To understand what makes someone feel proud		
Just Because – by Rebecca Elliot LI – To feel proud of being different		
Blown Away – by Rob Biddulp LI – To be able to work with everyone in class		

Reference Books

Primary Scheme of work PSHE & Citizenship	Cambridge CC	2004
Citizens Silver & Socks	Cats Protection	Animal Welfare
Warwks Police Resources	Warks Police	Role of Police
Crest Schools Prog.KS1	Crest	Dental Hygiene
Getting Personal	Folens Copymasters	Primary Health
Safety on Nov 1 st	Standard Fireworks	Firework Safety

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Firework Schools Pack	D.T.I.	Firework Safety
Lifeguard Potential Segs	Royal Life Saving Society	Water Safety
Don't Suffer in Silence (v)	D.F.E.E.	Bullying
Something to think About	B.B.C. Cassettes	General PSHE.
What's a Family?	Dev. Education Centre	Photos, Families.
Farm Safe ABC (v)	Health & Safety Exec.	Farm Safety.
Living with Traffic	B.P.	Road Safety
Children & Roads	W.C.C.	Road Safety
Multi Cultural Resources	ICSS	Multi Cultural
Protective Behaviours Toolkit – Prevent education curriculum – Ann Seal		

No Outsiders – Teaching the equality act in Primary school. – Andrew Moffat – planning activities

Keeping children safe in education statutory guidance for schools and colleges DFE – 2020

Relationships Education, Relationships and Sex Education (RSE) and Health Education 2020 DFE

PSHE association website, long term plan. Association info@pshe-association.org.uk

Tudor Grange Primary Academy Yew Tree – train the trainer

Appendix 5 - Activities

Activity ideas - These can all be used at the start of an objective led lesson to see what the children know and understand already – they can be used in the lesson to explore ideas and feelings. They can also be used at the end of a piece of work to see what the children actually understand and how they use their knowledge in real life situations. At the end of a session all children should be given time to reflect on what they have done, thought and learnt.

- Advise Alley – children stand in two lines and a child with a question, problem or given scenario walks down. Other children on either side give advice. Adult records some of the conversation.
- Hot seating – a child/adult is in a seat at the front they may be in character or not – Snow White – talking to strangers? The bully, someone who is stuck with their work etc
- Draw and write – children can draw their ideas and write what they think. They can share them or record them. They can then add to them or change their ideas as the learning develops – a good way to assess learning over time.
- Risk continuum – children have a set of scenarios, problems etc related to what they are talking about and as a group they decide which are the riskier things to do or say. Discuss what they think and why. Child moves with their risk is it high or low?
- Diamond 9 – similar to above but you put them in order of importance. Top one, under that are two, then three in the middle, then two and finally the last one. Again discuss reasons for putting these things in this order.
- Snowballing – work alone and think and make a list of ideas, then work with a partner share, adapt ideas, then work as a four etc
- Agony Aunt – have a problem and ask children to write a letter and give advice. give their advice.
- Brainstorm – give a starter and all children give their ideas these can be recorded on a post it note and added to a whole class brainstorm.
- Character study – children are given a scenario of an imaginary character – a child who only ever ate chocolate for example. Then the children think about what they might need to do or say to help that character.
- Question box – children put or pull out a question from the box and everyone else tries to answer it.
- Freeze frame – listen to a story or scenario, think how do they feel? How would you feel? What would you do? etc freeze discuss feelings
- Poster - make a poster to share learning and ideas with others.
- Poem – make a poem on a theme think of the words it makes you feel, put it together as a class or individually.
- Art – paint, make marks, construct, use clay, explore and express ideas through a variety of media
- Traffic lights – have traffic light ideas, that is high low risk – does everyone feel the same?
- Diary – complete a diary as a character in a scenario
- Wordsearch - key words or vocabulary to find and discuss explore. Do you know what it means?
- Well-being activities – time to think, be, listen to music, do yoga, have silence, explore own interest, go outside and sit, look around. Time to reflect

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Appendix 6

Sample Assemblies Schedule (dates & themes will change based on current issues)

	Autumn 1 (7 wks)	Autumn 2 (7 wks)	Spring 1 (7 wks)	Spring 2 (6 wks)	Summer 1 (5 wks)	Summer 2 (7 wks)
Topic						
SEAL	New beginnings	Getting on and falling out Say no to bullying	Going for goals!	Good to be me	Relationships	Changes
WIS Core Values & Aims	Schools vision & aims revisited – who are we/why are we... Overview of School High 5 Values – Forgiveness/Aspiration/Respect/Care/Honesty					
PSHE	Self awareness Rules and rights Understanding and practising democracy	My relationships Me in my community	Similarities and differences Valuing difference	Communication and participation Healthy lifestyles	Maintaining personal hygiene	Changing emotions and responsibilities How my body works and changes
Diversity	Black History Month Oct International stammering awareness day 22nd Oct			International women's day 8th Mar Down's syndrome awareness day 21st Mar	World health day 7th Apr International day against homophobia 17th May	
National Awareness Days	World literacy day 8th Sept International peace day 21st Sept International school library month Oct World smile day 3rd Oct World teaches day 5th Oct Anti-slavery day 18th Oct Trafalgar day 21st Oct	Fireworks Day 5th Nov Remembrance Day 11th Nov Anti bullying week 17th – 21st Nov Universal Children's Day 20th Nov Human Rights Day 10th Dec	New Year's Resolutions 1st Jan Martin Luther King Day 19th Jan Robert Burns Day 25th Jan Charles Dickens birthday 7th Feb Charles Darwin birthday 12th Feb	World Book Day 5th Mar World Maths Day 12th Mar Science & engineering week 13th – 22nd Mar World Poetry Day 21st Mar	April Fool's Day 1st Apr Shakespeare's birthday 23rd Apr Remembering VE Day 8th May	Father's Day 21st June
Charity	Macmillan Coffee Morning 27th Sept Freddie's Wish	Children in Need 15th Nov		Red Nose Day 13th Mar		
Christian festivals	Harvest	All Saints Day 1st Nov All Soul's Day 2nd Nov Advent 30th Nov Christmas	Epiphany 6th Jan Candlemas 2nd Feb Shrove Tuesday 17th Feb Ash Wednesday 18th Feb	Mothering Sunday 15th Mar Easter 5th Apr		Pentecost/Whitsun Trinity Sunday Father's Day 21st June
Other religions	Rosh Hashanah (Jewish) 24th Sept Eid al-Adha (Muslim) 3rd/4th Oct Yom Kippur (Jewish) 3rd/4th Oct Sukkot (Jewish) 8th-15th Oct Diva li (Hindu/Sikh) 23rd/27th Oct	Birthday of Guru Nanak (Sikh) 6th Nov Bodhi Day (Buddist) 8th Dec Hanukkah (Jewish) 16th Dec	Prophet Muhammed's birthday (Muslim) 3rd Jan World Religion Day 19th Jan Tu B'Shevat (Jewish) 3rd/4th Feb Chines New Year 19th Feb	Purim (Jewish) 4th/5th Mar	Passover (Jewish) 3rd-11th Apr Israel and Mi'raj (Muslim) 15th/16th May Ramadan (Muslim) 18th June – 17th July	Eid-al-Fitr (Muslim) 17th July The birthday of Haile Selassie (Rastafarian) 23rd July
Saints Days		Saint Andrew's Day 30th Nov	St Valentine's Day 14th Feb St David's Day 1st Mar	St Patrick's Day 17th Mar	St George's Day 23rd Apr	
Safety – including Online Safety, CP & Prevent, Fire, Road, Water etc		Protective behaviours Anti-bullying	Safer internet day 10th Feb All About Me Week			

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Eco	Walk to school day 8 th Oct			World water day 22 nd Mar	Earth Day 22 nd Apr Bike to school day 6 th May World Environment Day 5 th June	
Whole School Events	Macmillan Charity? Air ambulance? Mary Ann Evans Hospice?	Global dimension week Children in Need Anti-bullying week	Take 1 picture week World Book Day Red Nose Day		Diversity week Sports Day Diamond jubilee	Shakespeare week? WIS 50 th birthday celebration
Music of the week (Refer to Music 2021 appendices)	1Gershwin 2Mussorgsky 3Prokofiev – Peter & the wolf 4Verdi – Grand March 5Dvorak - Humoresque 6Duke Ellington – It don't mean a thing 7Williams – Hedwigs theme 8Vivaldi - The Autumn Hunt	1Brahms - Lullaby 2Louis Armstrong – When the saints go marching in 3Handel - The Harmonious Blacksmith 4Strauss - Pizzicato polka 5Bach - Ode to Joy; Minuet in G 6 Mozart – Sonata in A 7Tchaikovsky : Symphony No. 1 in G minor, Op.13 " Winter Dreams "	1Gluck – Ballet air 2Grieg – Piano concerto 3Deibes - Flower duet 4Miles Davis – smoke gets in your eyes 5Wagner – Ride of the valkyries 6Offenbach - Galop Infernal Count on Me – Bruno Mars (Pop -friendship)	1Mozart – Eine Kleine Nachtmusic 2Rossini – William Tell Overture 3Strauss – The Blue Danube 4Camille Saint-Saens - Elephant 5Stravinsky –Russian Dance (MFCMB)	1Granados – Danze Espanola (MFCMB) 2Rachmaninov – Polka Italiana (MFCMB) 3Holst – Mars, the bringer of war (MFCMB) 4Mendellson – Fingal's Cave (MFOB) 5Debussy – Danse Profane (MFOB) 6Glazunov – Serenade espagnole (MFOB)	1Copland – Clarinet concerto (MFOB) 2Hummel – Trumpet concerto (MFOB) 3Sarasate – Carmen fantasy (MFOB) 4Milhaud – Brazileira (MFOB) 5Bach – Flute concerto (MFOB) 6Hoffmeister – Allegro (MFOB) 7Verdi – Triumphal March (MFCMB)
Hymns	Back in school again Kum ba yah Stand up clap hands Harvest song Together	Wake up The school rule song Lunchtime queue I have a song to sing It's a magical time Because it's Christmas	7 days a week When it's a sunny day He'll be there? I can sing a rainbow Living & Learning	Hosanna Praise him Spring chicken Seed song Thank you for loving me	Now that summer has come? Lovely summer days? Lazy days? Song of blessing	This day One more step Leavers' song The Whitestone Way Goodbye Whitestone