



Alleyne's Junior School

Policies & Procedures

PSHE Policy

Name of Policy	PSHE Policy
ISSR	Part 2: Spiritual, Moral, Social and Cultural development of pupils (SMSC)
Reviewed by	Full Board
Author/SMT	Miss B Dix (Junior School PSHE Coordinator)/ Mrs E Olley (Junior School Deputy Head)
Date of school review	September 2023
Date of next school review	September 2024

Policy Overview

This policy applies to the Junior School, including EYFS. It is available to all parents and pupils on the School website and printed copies are available upon request.

What is Personal, Social, Health and Economic education?

Personal, Social, Health and Economic (PSHE) education is central to the entitlement of all children at Alleyne's Junior School. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Our PSHE curriculum is broad and balanced, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children and of society;
- Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life;
- Provides information about keeping healthy and safe - emotionally, physically and socially;
- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment;
- Helps support the promotion of Fundamental Values.

This is a timetabled subject taught each week to all classes (by the PSHE co-ordinator who teaches all Junior classes and the Head of Infants who teaches all Infant classes) and it allows for individual growth through a co-ordinated educational programme. As a cross-curricular subject, it permeates all aspects of life in school, from encouraging the pupils to make healthy choices when choosing what and when to eat, to raising awareness of the risks of peer group pressure and understanding how best to stay safe. It is supported within

assemblies and through the teaching of a range of subjects. From Reception through to Year 6, it is seen as an integral part of the whole curriculum.

Legislation (statutory regulations and guidance)

The Department of Education (DfE) published the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education in June 2019 which outlines what schools need to cover from September 2020. All schools, including independent schools, must teach relationships education but the statutory requirement to provide Health Education does not apply to independent schools. In independent schools, PSHE is compulsory as the schools must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014. Alleyn's Junior School has been teaching PSHE for many years and the Long-Term plan (Appendix A) has been updated to incorporate the principles of the new Health Education legislation - mental wellbeing; Internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid; and the changing adolescent body - as well as many other areas of the PSHE curriculum. The RSE curriculum is incorporated into the PSHE curriculum and further details about this can be found in the RSE policy.

Aims and Objectives for PSHE:

- To promote a healthy personal lifestyle following sound principles of bodily care.
- To understand the importance and benefits of daily exercise, good nutrition and sufficient sleep, on both the children's physical and mental health.
- To learn about health risks and safety issues and how to respond in an emergency.
- To help the children to feel secure physically and emotionally.
- To help them accept others for who they are through a greater knowledge and understanding of human diversity and to be able to share and to co-operate.
- To develop their sense of self-esteem and build their confidence, enabling them to learn the necessary skills to cope both with life inside school and life outside school.
- To teach them to relate to others and cope better with peer group pressure.
- To appreciate that their bodies are their own and special and to learn what they should do if they don't like what is being done to them, i.e. bullying and abuse.
- To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.
- To provide them with greater awareness of the main social and personal issues facing them as they grow older and to encourage them to make informed choices.
- To recognise their worth as individuals by identifying positive things about themselves and their achievements and in doing so promote self-awareness, self-esteem and self-confidence.
- To encourage them to become responsible citizens so that they value and respect, amongst other things, the need for good manners, caring for their belongings, nurturing living things and protecting the environment.
- To promote good manners through the development of personal attributes.
- To promote mutual respect and tolerance of others through understanding different types of lifestyles, faiths, beliefs and relationships.
- To understand the concept of disability and to act in a caring and appropriate manner to those with special needs, both educationally and socially.
- To understand the nature of democracy and to encourage respect for the fundamental values of democracy. To support the participation in the democratic process and to respect the basis for how the law is made and applied.
- To encourage children to gain a respect for others, paying particular regards to the issues of gender, stereotyping, individual liberty, prejudice, discrimination, beliefs and race. To encourage an appreciation and respect for their own and other cultures

whilst building resilience to radicalisation through the promotion of fundamental values.

- To develop an awareness of world issues and how precious all life is on earth and how we all have a responsibility to take care of it.
- To learn about people who have made a difference in the world and to consider how they could themselves perhaps make a difference.
- To understand the role money plays on their own and others' lives, including how to manage their money and about being a critical consumer.

Parents

The PSHE co-ordinator regularly communicates with parents via Alleyn's Post about the PSHE curriculum, explaining the content of an upcoming unit and offering them the opportunity to view resources. This is particularly true when the children are about to study a subject of a particularly sensitive nature, e.g. bereavement in Year 3, dementia in Years 1 and 3, drugs in Years 3 and 5 and RSE in Years 2,4 and 6. If the parents have any concerns or questions, they are invited to email the PSHE Co-ordinator directly. The Long-Term Plan is on the school's website alongside the PSHE policy to provide parents with the curriculum PSHE outline. The RSE policy includes further information about communication with parents on related topics.

Equal Opportunities

We promote the needs and interests of pupils, inclusive of gender, culture, ability and aptitude. In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our children and, in acknowledging and exploring different views and beliefs, seek to promote respect and understanding. We promote social learning, a respect for different types of relationship and expect our pupils to show a high regard for the needs of others. PSHE allows us to address both multicultural and gender issues and ensuring equal opportunities for all.

Roles and Responsibilities

The PSHE programme is taught to all classes by the PSHE co-ordinator and the Head of Infants, and this helps to ensure equality and continuity of provision. They teach all the lessons and the scheme of work is planned in consultation with the Head. We believe PSHE is important and so we devote one lesson per week to this subject. The Junior Staff are kept up to date with any national changes regarding PSHE and any changes to the curriculum at staff meetings.

Curriculum

PSHE is a broad and balanced curriculum and is taught through a spiral programme which demonstrates progression. Our PSHE programme (which is covered through the taught curriculum and our wider provision) includes teaching and learning within the following strands and themes:

- Health and wellbeing
- Relationships
- Living in the wider world

The PSHE programme is delivered through a variety of opportunities:

- Designated PSHE lesson each week
- Cross curricular links, e.g. science, RE
- Enrichment weeks – Anti-Bullying week, Children's Mental Health Week
- Visitors – Southwark Road Safety, school nurse
- Day visits – Year 6 trip to Parliament, Year 6 – Southwark Junior Citizenship Scheme, Year 6 – First Aid Buddies, Year 2 – the MET police
- Our Time

Details of this curriculum are in Appendix A – Long Term Plan. Appendix B provides details of the cross-curricular links and links to the new Health policy guidelines.

PSHE has been taught at Alleyn's Junior School for many years and the curriculum is continuously updated. The Department of Education (DfE) published the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education in June 2019 which outlines what schools need to cover from September 2020.

Although Independent schools are legally not required to cover the Health Education aspect of this guidance, we have included points from the following headings:

- 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 PSHE co-ordinator worked alongside other subject co-ordinators to find the cross-curricular links especially with science, PE and computing. These links can be found in Appendix B.

Teaching and Learning Style

The PSHE curriculum is delivered in as varied a way as possible taking account of the different learning styles of the children. We place an emphasis on active learning and we encourage the development of higher order thinking skills, giving them opportunities to hypothesise, analyse and synthesise in their learning. We seek to understand pupils' prior knowledge through discussions and spider diagrams.

Teaching methods include:

- *Individual and collaborative group work*
- *Stories*
- *Discussion (pairs, groups, and whole class)*
- *Work sheets*
- *Questionnaires and online quizzes*
- *Pupil presentations*
- *Role play*
- *Problem solving activities*
- *Use of the iPads*
- *Research*
- *Debates*

Some of the issues faced in the curriculum will need sensitive handling but the aim is to involve pupils in discovering answers to the questions raised. At the beginning of the academic year the co-ordinator talks to the classes about some ground rules within the lessons, especially when discussing sensitive issues. These ground rules cover, in particular, the asking and answering of personal questions and strategies for checking or accessing information. In all Key Stage 2 classes these rules are written together and stored in their PSHE folders and these ground rules are regularly referred to throughout the year from Reception to Year 6.

Resources

Resources are stored in the working staff room. There are also a wide range of PSHE themed books in the library. Resources are also accessed via subscribed organisations like PSHE Association and Cambridgeshire PSHE.

Confidentiality

The nature of PSHE means that children may disclose personal information that staff will respond to appropriately. Where there is a genuine risk to the safety of the child, information must be passed on to individuals and/or organisations responsible for protecting the child. We will follow the procedures outlined in the School's Safeguarding and Child Protection policy.

Homework policy

There is no allocation for PSHE homework except where it is being taught on a cross-curricular basis. Occasionally pupils will be asked to provide information as a follow up to work in class, usually in the form of a simple questionnaire put to parents, relations or adult friends. This is organised with form teachers to ensure that the homework set is not too lengthy on any given evening.

Presentation of work

All the pupils, with the exception of Reception, are able to keep a record of the topics that they cover in lessons in a designated PSHE file or on their iPads in Showbie. This takes the form of written accounts of group discussions which may be prepared from notes taken by the pupils but condensed by the teacher, or a chart or illustration they have created. There will also be information sheets which are designed to promote involvement in the topics.

Assessment and Recording of pupil work:

At the beginning of the majority of topics, the PSHE co-ordinator will carry out a baseline assessment to provide an understanding of pupils' misconceptions, current strategies, feelings and beliefs about a topic. This will allow them to pitch the teaching of the topic appropriately and to target questions to provide support. These assessments also provide a starting point from which to measure progress. Some of the baseline activities that are used are mind maps, graffiti walls, draw and write activities, and responding to an image or statement.

Throughout the school, work covered within PSHE lessons is to be found in their files or on their iPads in Showbie. Pupils will take these files home at the end of the academic year.

Links to other policies:

There are many links between this PSHE policy and other school policies, which support this broad curriculum. These policies include:

- Drugs and Solvent Abuse (Change to Drugs and Harmful Substances Education)
- Bereavement
- Anti-Bullying and Harmful Peer Relations (Child on Child Abuse)
- RSE
- British Values
- Safeguarding and Child Protection
- SMSC
- Online Safety

Appendix A - PSHE Long Term Plan

Reception

Advent	Lent	Trinity
How am I special and what is special about other people in my class?	Who are my special people and why are they special to me?	Can I recognise and show my emotions?
What have I learnt to do and what would I like to learn next?	Who is my family and how do we care for each other?	Can I recognise emotions in other people and say how they are feeling?
How do we welcome new people to our class?	What is a friend?	Do I know what causes different emotions in myself and other people?
What can I do to make the classroom a safe and happy place?	How can I be a good friend?	How do I and others feel when things change?
How can I play and work well with others?	How do I make new friends?	Do I know simple ways to make myself feel better?
How can I respect the needs of others?	How can I make up with friends when I have fallen out with them?	How can I help to make other people feel better?
How does my behaviour make other people feel?	How does what I do affect others?	
	Do I know what to do if someone is unkind to me?	
	Online relationships – watching videos	

Year 1

Advent	Lent	Trinity
<p>Core Theme: Health and Wellbeing</p> <p>Topics Covered:</p> <p>What things can I do when I feel good and healthy? What can't I do when I am feeling ill or not so healthy? What can I do to help keep my body healthy? Do I understand why food and drink are good for us? Do I understand what exercise is and why it is good for us? Do I understand why rest and sleep are good for us? How can I keep my body clean? How can I stop common illnesses and diseases spreading? What happens when things enter the body? What are medicines and why do some people use them? What do I understand about the roles of doctors, nurses and hospitals? What can I do if I feel poorly? What are the potentially risky substances at home and at school? How can I keep safe from harm if I come across risky substances? What is it like to be persuaded?</p>	<p>Core Theme: Living in the Wider World</p> <p>Topics Covered:</p> <p>Green Cross Code Road Safety</p> <p>Core Theme: Relationships</p> <p>Topics Covered:</p> <p>Feelings – happy, angry, frustration, worried, Teasing and bullying Friends – importance of friendship. Listening to others and playing cooperatively. Bullying, being different Listening to others and playing cooperatively Can I describe what a friend is and does? How do I make new friends? How do I keep friends? How can I make up with my friends when things go wrong?</p> <p>Online relationships – sharing pictures (CEOP)</p>	<p>Core Theme: Living in the Wider World</p> <p>Topics Covered:</p> <p>School environment Community at school People who help in school</p> <p>S.M.A.R.T</p> <p>Stranger Danger</p>

Year 2

Advent	Lent	Trinity
<p>Core Theme: Living in the Wider World</p> <p>Topics Covered: Recognise and appreciate the meaning of the word "rule". Appreciate the need for specific class rules and show them how they can be applied in particular circumstances. Understand that they need to follow established rules both individually and as a whole class and to appreciate how rules can help them. Understand the difference between rules and laws. Discuss the role of the police and why we need them. Discuss how you can get their help. When might you need them? Understand what useful rules are</p> <p>Appreciate the importance of leaving other people's property alone and the harm done by stealing. Recognise the difference between right and wrong. Recognise how their behaviour affects other people.</p> <p>Core Theme: Relationships</p> <p>Topics Covered: To understand that friendship patterns change</p>	<p>Core Theme: Health and Wellbeing</p> <p>Topics Covered: What are the names of the main parts of the body? What can my body do? When am I in charge of my actions and my body? How do babies change and grow? How have I changed since I was a baby? What do babies and children need? What are my responsibilities now I'm older? That everybody needs to be cared for ways in which they can care for others. Different types of family Growing from young to old and how people's needs change Increasing independence To understand that they have responsibility for their body's actions and that their body belongs to them.</p> <p>Core Theme: Relationships</p> <p>Topics Covered: To recognise that they are growing and that their achievements, skills and responsibilities are changing.</p>	<p>Core Theme: Living in the Wider World</p> <p>Topics covered: Money – what it can be used for. An understanding of all our coins and notes explain the difference between a need and a want. Where can I keep my money safe? Why is it important to save money? Where does money come from? Role of money in their lives.</p> <p>Core Theme: Health and Wellbeing</p> <p>Topics covered: Rules including safety online. Understand the dangers of giving personal information on the internet.</p>

<p>and to develop strategies for coping.</p> <p>Appreciate that we are all different. Inc skin colour, racism.</p> <p>Express aspects of our own identity.</p> <p>Feel proud of who we are as individuals.</p> <p>Express our own opinions and listen to others.</p> <p>Likes and dislikes.</p> <p>Appreciate the way that our tastes all differ.</p> <p>Identify our own likes and dislikes.</p> <p>Recognize that we have different strengths and abilities.</p> <p>Feel good about our own qualities and talents.</p> <p>To know what 'relaxed' means and how it feels.</p> <p>To be able to stand up for themselves.</p> <p>To know that it is possible to affect our behaviour by stopping and thinking about what we are doing.</p> <p>To be able to stand up for their own rights without being hurtful to others.</p> <p>To be able to use a 'problem- solving process' with help.</p> <p>To recognise similarities and differences between themselves and their peers.</p> <p>Understand what is meant by selfishness.</p> <p>Appreciate the benefits to oneself and to others of</p>	<p>To be able to understand that there are changes they can choose for themselves and changes they cannot do anything about.</p> <p>To be able to name some of the emotions that may be felt in situations involving the loss of special possessions.</p> <p>To develop strategies for coping with difficult emotions.</p>	<p>Understand that people are not always who they say they are.</p> <p>Playing games, chatting online.</p> <p>What are the risks for me in the sun and how can I stay safe?</p> <p>What are the risks for me near water and how can I stay safe?</p> <p>What are the risks for me if I am lost and how can I stay safe?</p>
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<p>treating people with consideration.</p> <p>Understand the importance of telling the truth and the consequences of lying.</p>		
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Year 3

Advent	Lent	Trinity
<p>Core Theme: Health and Wellbeing</p> <p>Topics Covered:</p> <p>What medical and legal drugs do I know about, and what are their effects? Who uses and misuses legal drugs? Why do some people need medicine and who gives it? What are the safety rules for storing medicine and other risky substances? What should I do if I find something risky, like a syringe? What do I understand about how friends and the media influence me?</p>	<p>Core Theme: Living in the Wider World</p> <p>Topics Covered:</p> <p>Human rights through stories Responsibilities and rights Meaning of community Customs and traditions British Values Respect others</p>	<p>Core Theme: Health and Wellbeing</p> <p>Topics Covered:</p> <p>Dementia and the elderly: Understanding how the brain works and an introduction to dementia Dementia in the family and the role of the carer Dementia in the community Memory boxes</p>
<p>Core Theme: Relationships</p> <p>Topics Covered:</p> <p>What does it feel like to be new or to start something new? What helps me to feel like I belong and am valued in school? How can I make other people feel welcome? What does a good friend do? Do I know how to listen to and support my friends? How do I cope when relationships change? What are some of the similarities and differences between me and my classmates?</p>	<p>Core Theme: Health and Wellbeing</p> <p>Topics Covered:</p> <p>Managing Change: What changes have I already experienced, and might I experience in the future? What changes might other people be going through? What is it like to be separated from a special person?</p> <p>Bereavement: How do people feel when things change, or people or pets die?</p>	<p>Core Theme: Health and wellbeing</p> <p>Topics Covered:</p> <p>Safety Contexts; How are roads risky and how can I reduce the risks? How is fire risky and how can I reduce the risks? How is water risky and how can I reduce the risks? How do I keep myself safe during activities and visits? How can I stop accidents happening?</p>

<p>To be able to see things from another point of view, and to use this in resolving conflict.</p> <p>To identify people who are special to them and to recognise how they affect each other.</p> <p>Who is now in my network of special people, and how do we affect each other?</p> <p>To recognise different patterns of family life, including their own and those of others they know.</p> <p>Kindness</p> <p>What makes a good friend?</p> <p>Making new friends in a new school/year group</p>	<p>What emotions might I feel at times of loss and change?</p> <p>How might I feel when I feel these emotions?</p> <p>What can I do to make the best of new situations?</p> <p>(Healthy Eating – Science curriculum)</p>	
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Year 4

Advent	Lent	Trinity
<p>Core Theme: Health and Wellbeing</p> <p>Topics Covered:</p> <p>Good and not so good feelings How can I communicate my feelings? How can I cope with difficult emotions? How can I deal with fears and worries? How do my actions and emotions affect the way I and others feel? How do I care for other people's feelings? Healthy, respectful relationships. Feeling proud Respect for others Difference and diversity Anger Being kind Friends Dealing with peer pressure</p> <p>Core Theme: Relationships</p> <p>Topics Covered:</p> <p>Unkindness and bullying</p>	<p>Core Theme: Health and Wellbeing</p> <p>Topics Covered:</p> <p>How can I have a healthy lifestyle? How do nutrition and physical activity work together? What does healthy eating and a balanced diet mean? What constitutes a healthy diet? How can I plan and prepare simple, healthy food safely? The risks associated with unhealthy eating</p> <p>Core Theme: Relationships</p> <p>Topics Covered:</p> <p>Safety at home How can I be responsible for my own safety? Who are the adults and friends I can trust and to whom I can talk about my feelings? Stranger danger</p>	<p>Core Theme: Living in the Wider World</p> <p>Topics Covered:</p> <p>Why do we have money? Where does money come from? What do we spend our money on? Needs and wants Saving money Does having money make us happy?</p> <p>Core Theme: Health and Wellbeing</p> <p>Topics covered:</p> <p>Body Image Puberty PANTS rule – good and bad secrets Safety including on-line</p>

Year 5

Advent	Lent	Trinity
<p>Core Theme: Relationships</p> <p>Topics Covered:</p> <p>Being kind to others Challenging stereotypes- the elderly Being lonely and loneliness Homelessness</p> <p>Core Theme: Living in the Wider World</p> <p>Topics Covered:</p> <p>Human rights What are the basic rights of adults and children? How do rights, rules and responsibilities affect them and others in the classroom? Why is freedom so important? Responsibilities, rights and duties Resolve conflicts Legal rights Respect fairness</p>	<p>Core Theme: Health and Wellbeing</p> <p>Topics Covered:</p> <p>Substance abuse Peer group pressure Smoking and drinking Drug addiction What do I know about medicines, alcohol, nicotine, solvents and illegal drugs and how they affect people who use them and others? How does drug use affect the way a body or brain works? What risks should I look for around substances? How do I deal with peer pressure?</p>	<p>Core Theme: Living in the Wider World</p> <p>Topics Covered:</p> <p>How to deal with emergencies How can I stay safe as cyclist or pedestrian? How can I keep myself safe in the sun? How can I stay safe in my home? How can I stay safe near railways? How can I stay safe near water and the sea? How can I prevent accidents?</p> <p>Core Theme: Relationships</p> <p>Topics covered:</p> <p>How do I manage strong emotions? What can I do when I realise when I am in a bad mood? How do I recognise how other people feel and respond to them? How do I cope when I disagree with someone? How and from whom do I get support when things are difficult?</p>

Year 6

Advent	Lent	Trinity
<p>Core Theme: Relationships</p> <p>Topics Covered:</p> <p>Do appearances matter? Is it ever right to judge someone on what they look like? What is prejudice? Discrimination in our society. What is racism? The difference between enabled and disabled. Respecting each other. Refugees and asylum seekers Resilience</p> <p>Core Theme: Health and Wellbeing</p> <p>Topics Covered:</p> <p>What is puberty? What is a positive, healthy relationship? Human Reproduction in the context of the human life cycle Conception and pregnancy PANTs rule</p>	<p>Core Theme: Living in the Wider World</p> <p>Topics Covered:</p> <p>The different governments around the world. Why do we need rules and laws? What is the difference? How does the government and parliament work? Local Council Borough or Town Democracy How does the criminal justice system work? EU and the United Nations Southwark Junior Citizenship Scheme</p>	<p>Core Theme: Living in the Wider World</p> <p>Topics Covered:</p> <p>Enterprising – ‘Fiver Challenge’</p> <p>Core Theme: Relationships</p> <p>Managing Change:</p> <p>What different changes do we or might we experience? How will I feel if I lose something or someone or if things change? How have I been affected by changes I have already experienced? How are my friendships and relationships changing? In what different ways do people grieve? How might I or other people behave when we are living through change? How might I feel when I move to another school?</p> <p>Core Theme: Health and Wellbeing</p> <p>Topics Covered:</p> <p>Basic First Aid (British Red Cross) Advertising and Body Image E-Safety and Cyber bullying</p>

Appendix B

Links with Health Education, cross-curricular links and all other areas within the school

	Pupils should know from the Health Education guidelines:	PSHE overall plan	Cross-curricular links, and all other areas within the school.
Mental wellbeing	<p>That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>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.</p> <p>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.</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>Simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.</p> <p>Isolation and loneliness can affect children and that it is very important</p>	<p>Year 4 – feelings</p> <p>Year 1 – Advent – feelings, being happy, kindness, anger, frustration</p> <p>Year 1 – how to deal with our worries – A Huge Bag of Worries</p> <p>Year 2 – self-esteem and confidence, being selfish, being truthful</p> <p>Advent Year 3 – kind and unkind, fairness and equality, honesty, generosity.</p> <p>Advent Year 4 – happy, positive and negative feelings, proud, nature v nurture, anger, settling arguments, peer group pressure,</p> <p>Rec – Through picture books discuss our feelings and behaviour.</p> <p>Year 5 – when discussing alcohol etc we talk about the importance of sport, exercise etc.</p> <p>Loneliness – not only the elderly who are lonely. Why are young people lonely?</p>	<p>Yoga club</p> <p>Children's Mental Health Week</p> <p>Charity – Place2Be</p> <p>Meditation, relaxation</p> <p>Forest Schools – Rec. The importance of being outside.</p>

	<p>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). It is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible</p>	<p>Year 6 – cyberbullying, body image, the importance of sleep</p>	
Internet safety and harms	<p>That for most people the internet is an integral part of life and has many benefits. about the benefits of balancing time spent on and offline and the impact of positive and negative content online on their own and others' mental wellbeing. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online. why social media, some computer games and online gaming, for</p>	<p>Years 2, 4 and 6</p> <p>CEOPs – Jessie and Friends – Rec – Watching videos</p> <p>Year 1 – Sharing Pictures and Year 2 – Playing games</p> <p>Year 2 - Lee and Kim's adventure...Animal Magic.</p> <p>Year 4 – Play like share films – sharing online</p> <p>Year 6 – Cyberbullying, grooming. Newsround Caught in the Web –</p>	<p>All year groups – outside speaker</p> <p>Internet Safety Day -25.09.18 every 2 years.</p> <p>In computing lessons, all year groups receive online safety lessons which are age appropriate for the first 2/3 lessons of the Advent term. All children sign the Acceptable Use Policy and the online safety rules</p>

	<p>example, are age restricted.</p> <p>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.</p> <p>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>Where and how to report concerns and get support with issues online.</p>	grooming, addiction and sharing passwords.	<p>are revisited every February during Safer Internet Day.</p> <p>There is an assembly and all classes will receive 1 or 2 lessons following that year's theme.</p> <p>Additionally:</p> <p>Display in IT room on safety rules</p> <p>Hub – Computing – e-safety</p> <p>Year 3 – lessons on emails</p> <p>Year 4 – Internet Searching – Is everything on the Internet reliable?</p> <p>Year 5 – writing blogs</p> <p>Resources:</p> <p>Rec – Smarty the Penguin book</p> <p>Year 1 – Digiducks Big Mistake</p> <p>Year 2 – Chicken Clicking</p> <p>Year 3 – Hector's World</p> <p>Year 4 – Captain Kara and Smart Crew</p> <p>Year 5 – Smart Rules</p> <p>Year 6 – CyberCafe</p>
Physical health and fitness	<p>The characteristics and mental and physical benefits of an active lifestyle.</p> <p>the importance of building regular exercise into daily and weekly routines and how to achieve this, for</p>	Years 1, 4, 6 – healthy lifestyles, exercise.	<p>Year 5 Science – heart and pulse, how to maintain a good weight (neither too slim nor obese), looking at factors that promote a healthy</p>

	<p>example a daily active mile or other forms of regular, vigorous exercise.</p> <p>The risks associated with an inactive lifestyle (including obesity).</p> <p>How and when to seek support including which adults to speak to in school if they are worried about their health.</p>		<p>heart (or detrimental factors such as drinking, smoking, lack of exercise, stress, sleep)</p> <p>In all P.E, swimming and games lessons, exercise is promoted and the benefits of an active lifestyle are continually encouraged.</p>
Healthy Eating	<p>What constitutes a healthy diet (including understanding calories, and nutritional content). the principles of planning and preparing a range of healthy meals.</p> <p>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity) and other behaviours (e.g. the impact of alcohol on diet or health).</p>	Years 1, 4 – healthy foods	<p>Year 3 science – food groups, balanced diet, design a menu, healthy eating, poor diet, food pyramid.</p> <p>Year 1 and 2 - Infant science – YumYum – healthy eating and exercise</p> <p>Year 5 science – calories, food labels, carbohydrates, fibre etc, food groups, digestive system, healthy heart, food pyramid, vegan pyramid.</p> <p>Year 5 Science - Promoting a good diet and awareness of others' diets including vegan, vegetarian, pescatarian, gluten free etc.</p>

			<p>Looking at healthy ways to prepare food.</p> <p>Investigation into cereals and food labels – how they can be misleading.</p> <p>Looking at sugar and salt in different foods (ready meals and packaged foods)</p> <p>Year 6 science – digestive system, healthy heart, sugar's effect on the brain.</p> <p>Balanced Diet – P.E lessons</p>
Drugs, alcohol and tobacco	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	Years 1, 3,5 The impact of alcohol, drugs and smoking on health	<p>Year 6 – science – painkillers, opiates, addiction, misuse of drugs.</p> <p>Year 5 – science – how smoking and alcohol can affect heart health</p>
Health and Prevention	<p>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>about dental health and the benefits of</p>	<p>Years 6</p> <p>Year 2, 6</p> <p>Year 1,</p> <p>Hygiene – Year 3</p> <p>Year 1,4,6</p> <p>Year 1</p>	<p>Science – Year 6 – Why do we need to sleep? Personal hygiene including cleaning teeth</p>

	<p>good oral hygiene, including visits to the dentist.</p> <p>About personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.</p> <p>The facts and science relating to immunisation and vaccination</p>		<p>Science – Year 4 – types of teeth, development, structure, sugar, toothpastes.</p> <p>Year 4 – science – how to prevent / deal with hypo / hyperthermia.</p> <p>Year 6 – penicillin, keeping clean, germs, coughs, bacterial infection.</p>
Basic First Aid	<p>Know how to make a clear and efficient call to emergency services if necessary.</p> <p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	<p>Year 2,4</p> <p>Year 6</p>	<p>British Red Cross workshops with Year 6.</p> <p>Year 6 – science – how to deal with someone who has been electrocuted, including calling 999 and when not to act (ie: you can't perform CPR if you've seen it on TV) always rely on 999's advice.</p> <p>Year 5 – broken bones, fractures and how to splint before getting to a hospital. How bones 'knit' to heal.</p>
Changing adolescent body	<p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>About menstrual wellbeing including the</p>	Year 4, 6	<p>Year 6 – science – keeping clean. How skin / hair changes (oily skin and hair, pimples). How bones grow and when (girls before boys)</p>

	key facts about the menstrual cycle.		<i>Not really puberty, but growing up – Year 2 – Science – YumYum -growing up from a baby to toddler and then infant. Physical changes in height etc that happen as you grow.</i>
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