



Personal, Social, Health, Relationships and Economic

Education (PSHRE) Policy

June 2022

## Our Vision

### (Where we want to be)

Spring Hill School is at the heart of our community and everything we do is based around the needs of our children and their families. We provide children with the best possible education through an irresistible, ambitious curriculum, high quality teaching including opportunities and experiences which together promote excellence in both behaviour and learning.

The school environment is one where children thrive academically and it effectively equips them with the necessary life skills, attributes, knowledge and understanding they need for an ever-changing world in which they contribute successfully to society.

## Our Mission

### (What we are doing to get there)

Spring Hill instils a passion for learning for the whole school family through enquiring minds and caring hearts to achieve personal excellence. We find opportunities to continually improve for the future in a caring and inclusive environment which promotes co-operative, respectful and nurturing relationships, where all school life is safe and fun.

## Our Aims

### (What we want to provide for everyone in our family)

- To foster mutually beneficial relationships with parents, the wider community and professionals with a focus on continuous improvement.
- To promote and develop life-long habits for a healthy body and healthy mind.
- To provide a curriculum that is relevant to the context of the school and its community
- To raise aspirations through high expectations and fostering self-belief so that children flourish and lead successful and happy lives.
- To create an environment which recognises and nurtures unique gifts, curious minds, develops talents and personalities.
- To provide learning experiences and opportunities which create awe and wonder and develop a love of learning – leading to lifelong learners
- To create leaders of learning across the school family, who take risks, thrive on challenge, and bounce back.
- To provide a safe and secure environment where everyone is valued, respected, and accepted.
- To develop citizens of the future who positively contribute to society, serving their community and beyond.

## Our Values

### (What is really important to us)

Responsibility Aspirational Inclusivity Service Empowerment

# We RAISE!

## Purpose:

This policy covers our approach to Personal, Social, Health, Relationships and Economic education (PSHRE) and Citizenship education.

It aims to set out the purpose of PSHRE and Citizenship education and the intended outcomes for pupils; it also includes our curriculum coverage and how it is delivered.

This policy takes into consideration the following legal requirements, national strategies and government guidance:

- ✚ Education Act
- ✚ Academies Act
- ✚ Department for Education Guidance for Personal, Social, Health and Economic (PSHRE) Education 2020
- ✚ Department for Education Guidance for the teaching of the statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education 2020

We believe PSHRE and Citizenship education is integral to many aspects of school life and this policy should be cross-referenced to the following related policies:

- ✚ Equality Policy
- ✚ Safeguarding and Child Protection
- ✚ Relationship Policy
- ✚ Attendance Policy
- ✚ Anti-Bullying
- ✚ Continuing Professional Development

## Introduction:

PSHRE and Citizenship education is currently a non-statutory subject. However, section 2.5 of the national curriculum asserts all state schools 'should make provision for personal, social, health and economic education (PSHRE)'. The PSHE Association states that, 'PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding.' In addition, the Relationships and Health and Wellbeing areas of PSHRE and Citizenship education have been compulsory in primary schools since September 2020.

We believe PSHRE and Citizenship education is an important and necessary part of all pupils' education. In our school, it is a key element of school life and, as well as explicit teaching sessions which will draw on good practice and national recommendations, it will be built into many aspects of the wider curriculum. Our school believes PSHRE and Citizenship education is a shared responsibility of school staff, parents, carers, pupils and, where appropriate, the wider community.

## Aims:

PSHRE and Citizenship education in our school aims to explore the knowledge and understanding children need to stay safe, be happy and healthy and fulfil their potential, while also preparing them for life, both in the present and future. It also aims to equip children with the skills they need to live successfully as citizens of the communities to which they belong and enables them to celebrate diversity and treat all people with kindness and respect. PSHRE and Citizenship education in our school also aims to encourage children to develop positive mental health and emotional wellbeing, by empowering them with the knowledge of why this is important and how it can be achieved. We want to educate the whole child through our PSHRE and Citizenship education and believe this positively impacts the individual, the school community, the wider community and the global community - both present and future.

## Responsibilities:

Our **governing body** will work closely with school staff to monitor the teaching and learning of PSHRE and Citizenship education.

Our **headteacher** and **senior leaders** will support all staff in school in the preparation and delivery of PSHRE and Citizenship education and work to create a school ethos which supports and upholds content in the curriculum.

Our PSHRE and Citizenship education **subject leader** will create and implement a whole school scheme of work appropriate to our school setting. They will also support and monitor teaching and learning in this area.

Our **class teachers** will deliver high quality weekly PSHRE and Citizenship education lessons which follow the school's scheme of work and current best practice.

Our **support staff** will enhance the delivery of PSHRE and Citizenship by providing targeted intervention wherever needed.

Our **pupils** will engage respectfully and responsibly with all taught content.

Our **parents and carers** will be fully informed about what their children will be learning and will be actively encouraged to participate in the curriculum where appropriate

### Delivery of the Scheme of Work:

At Spring Hill Primary School, PSHRE and Citizenship education will be delivered in a way which is accessible to and inclusive of all pupils. These lessons will involve a variety of teaching methods and interactive activities to encourage pupil engagement. We aim to create a safe and supportive climate for learning in which all children can thrive, feel able to ask questions and discuss issues openly.

All of our pupils will participate in weekly PSHRE and Citizenship education lessons and these will be taught by staff who are trained in delivering the specific content of the lessons. Ground rules will be established in class and pupils will be reminded regularly of these. Special consideration will be given when teaching particularly sensitive content; staff will be fully aware of the children in their class and how they might relate to the lesson content, providing extra support to enable participation. Each class has a question box which gives pupils the option of writing down their questions and receiving an answer on a one-to-one basis, rather than in front of the whole class. Distancing techniques will be employed in all PSHRE and Citizenship education lessons, meaning that children are able to engage with and explore issues deeply without having to discuss their own lives and experiences.

### Content of the Scheme of Work:

The PSHRE and Citizenship education scheme of work runs throughout school years R to 6. This scheme of work and all of its resources have been produced to be fully in line with the Learning Outcomes and Core Themes outlined in the 2020 PSHRE Association Programme of Study which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHRE provision in schools. The EYFS work to the standards in the PSED area of their curriculum.

All aims are taught through the three core areas of PSHRE and Citizenship education, which are: Health and Wellbeing, Relationships and Living in the Wider World.

All lessons will cover content in an age-appropriate manner.

- ✚ Health and Wellbeing lessons will explore physical wellbeing, healthy lifestyles, mental health, growing and changing, keeping safe and drugs, alcohol and tobacco.
- ✚ Relationships lessons will explore families and close positive relationships, friendships, managing hurtful behaviour and bullying, safe relationships and respecting self and others.
- ✚ Living in the Wider World lessons will explore our shared responsibilities, communities, media literacy and digital resilience and economic wellbeing (money and aspirations, work and career) and British Values.

## Teaching and Learning:

### KS1 - Years 1 and 2 will cover these objectives:

#### Relationships

##### **Families and close positive relationships**

- R1. the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- R2. to identify the people who love and care for them and what they do to help them feel cared for
- R3. different types of families, including those that may be different to their own
- R4. to identify common features of family life
- R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

##### **Friendships**

- R6. how people make friends and what makes a good friendship
- R7. how to recognise when they or someone else feels lonely and what to do
- R8. simple strategies to resolve arguments between friends positively
- R9. how to ask for help if a friendship is making them feel unhappy

##### **Managing hurtful behaviour and bullying**

- R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online
- R11. how people may feel if they experience hurtful behaviour or bullying
- R12. that hurtful (offline and online) behaviour - including teasing, name-calling, bullying and deliberately excluding others - is not acceptable; how to report bullying; the importance of telling a trusted adult

##### **Safe relationships**

- R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
- R14. understanding that sometimes people may behave differently online, including a person pretending to be someone they are not
- R15. how to respond safely to adults they don't know
- R16. how to respond if physical contact makes them feel uncomfortable or unsafe
- R17. knowing there are situations when they should ask for permission and also when their own permission should be sought
- R18. the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
- R19. understanding that they may feel pressure do something they don't want to do, which may make them unsafe; basic techniques for resisting this
- R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; to keep trying until they are heard and the importance of this

##### **Respecting self and others**

- R21. what is kind and unkind behaviour and how this can affect others
- R22. how to treat themselves and others with respect; how to be polite and courteous
- R23. to recognise the ways in which they are the same and different to others
- R24. how to listen to other people and play and work cooperatively
- R25. how to talk about and share their opinions on things that matter to them

#### Health and Wellbeing

##### **Physical wellbeing**

- H1. what keeping healthy means; different ways to keep healthy
- H2. foods that support good health and the risks of eating too much sugar
- H3. how physical activity helps us to stay healthy; ways to be physically active everyday

- H4. why sleep is important and different ways to rest and relax
- H5. simple hygiene routines that can stop germs from spreading
- H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
- H7. dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
- H8. how to keep safe in the sun and protect skin from sun damage
- H9. different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
- H10. the people who help us to stay physically healthy

### **Mental health**

- H11. different feelings that humans can experience
- H12. how to recognise and name different feelings
- H13. how feelings can affect people's bodies and how they behave
- H14. how to recognise what others might be feeling
- H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things
- H16. ways of sharing feelings; a range of words to describe feelings
- H17. things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
- H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
- H19. to recognise when they need help with feelings; that it is important to ask for help with feelings and how to ask for it
- H20. change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

### **Ourselves, growing and changing**

- H21. to recognise what makes them special
- H22. to recognise the ways in which we are all unique
- H23. to identify what they are good at, what they like and dislike
- H24. how to manage when they are finding things difficult
- H25. to name the main parts of the body including genitalia (e.g. vulva, vagina, penis, testicles)
- H26. growing and changing from young to old and how people's needs change
- H27. preparing to move to a new class/year group

### **Keeping safe**

- H28. rules and age restrictions that keep us safe
  - H29. to recognise risk in simple everyday situations and what action to take to minimise harm
  - H30. how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)
  - H31. that household products (including medicines) can be harmful if not used correctly
  - H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely
  - H33. the people whose job it is to help keep us safe
  - H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them
  - H35. what to do if there is an accident and someone is hurt
  - H36. how to get help in an emergency (how to dial 999 and what to say)
- Drugs, alcohol and tobacco
- H37. things that people can put into their body or on their skin; how these can affect how people feel

## **Living in the Wider World**

### **Shared responsibilities**

- L1. what rules are, why they are needed and why different rules are needed for different situations
- L2. how people and other living things have different needs; the responsibilities of caring for them
- L3. things they can do to help look after their environment

### **Communities**

- L4. the different groups they belong to

- L5. the different roles and responsibilities people have in their community
- L6. to recognise the ways they are the same as, and different to, other people

**Media literacy & digital resilience**

- L7. how the internet and digital devices can be used safely to find things out and to communicate with others
- L8. the role of the internet in everyday life
- L9. understanding that not all information seen online is true

**Economic wellbeing: Money**

- L10. what money is; forms that money comes in; that money comes from different sources
- L11. that people make different choices about how to save and spend money
- L12. the difference between needs and wants; that sometimes people may not always be able to have the things they want
- L13. that money needs to be looked after; different ways of doing this

**Economic wellbeing: Aspirations, work and career**

- L14. that everyone has different strengths
- L15. that jobs help people to earn money to pay for things
- L16. different jobs that people they know or people who work in the community do
- L17. some of the strengths and interests someone might need to do different job

They will be taught through the following units:

Autumn 1	Autumn 2
Y1 KS1 TEAM (Relationships) Y2 KS1 VIPs (Relationships)	Y1 Be Yourself (Relationships) Y2 Digital Wellbeing (Relationships)
Spring 1	Spring 2
Y1 KS1 Think Positive (Health and Wellbeing) Y2 KS1 Safety First (Health and Wellbeing)	Y1 It's My Body (Health and Wellbeing) Y2 Growing Up (Health and Wellbeing)
Summer 1	Summer 2
Y1 Diverse Britain (Living in the Wider World) Y2 One World (Living in the Wider World)	Y1 Aiming High (Living in the Wider World) Y2 Money Matters (Living in the Wider World)

KS2-Years 3, 4, 5 and 6 will cover these objectives in an age-appropriate way:

**Relationships**

**Families and close positive relationships**

- R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
- R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different
- R3. marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong
- R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others
- R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart
- R6. that a feature of positive family life is caring relationships; the different ways in which people care for one another
- R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
- R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together, being there for each other in times of difficulty
- R9. how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice

**Friendships**

R10. the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

R12. to recognise what it means to 'know someone online' and how this differs from knowing someone offline; the risks of communicating online with others who are not known in an offline capacity

R13. the importance of seeking support if feeling lonely or excluded

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

R16. how friendships can change over time, making new friends and the benefits of having different types of friends

R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

### **Managing hurtful behaviour and bullying**

R19. the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R20. strategies to respond to hurtful behaviour, experienced or witnessed and offline or online (including teasing, namecalling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

R21. discrimination - what it means and how to challenge it

### **Safe relationships**

R22. privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

R23. why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns

R24. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

R26. seeking and giving permission (consent) in different situations

R27. keeping something confidential or secret, when this should or should not be agreed to (e.g. a birthday surprise that others will find out about) and when it is right to break a confidence or share a secret

R28. how to recognise pressure from others to do something unsafe or to do something that makes them feel uncomfortable and strategies for managing this

R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

### **Respecting self and others**

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

R32. respecting the differences and similarities between people and recognising what they have in common with others, e.g. physically, in personality or background

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

## **Health and Wellbeing:**

### **Physical wellbeing**



- H1. how to make informed decisions about health
- H2. the elements of a balanced, healthy lifestyle
- H3. choices that support a healthy lifestyle and recognise what might influence these
- H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle
- H5. what good physical health means; how to recognise early signs of physical illness
- H6. what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet, including obesity and tooth decay
- H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
- H8. how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, a person's feelings, their behaviour and the ability to learn
- H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it
- H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed
- H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)
- H12. the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage, sun/heat stroke and reducing the risk of skin cancer
- H13. the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online
- H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

### **Mental health**

- H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
- H16. strategies and behaviours - including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends - can support mental health and wellbeing
- H17. to recognise that feelings can change over time and range in intensity
- H18. everyday things that affect feelings and the importance of expressing feelings
- H19. a varied vocabulary to use when talking about feelings; how to express feelings in different ways
- H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
- H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; that it is important to discuss feelings with a trusted adult
- H23. change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
- H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new Schools

### **Ourselves, growing and changing**

- H25. personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
- H26. that for some people, gender identity does not correspond with their biological sex
- H27. to recognise their individuality and personal qualities
- H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
- H29. how to manage setbacks/perceived failures, including how to reframe unhelpful thinking
- H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

H31. the physical and emotional changes that happen when approaching puberty and during it (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

H32. how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

H33. the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for

H34. about where to get more information, help and advice about growing and changing, especially about puberty

H35. new opportunities and responsibilities that increasing independence may bring

H36. strategies to manage transitions between classes and key stages

Keeping safe

H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing, with reference to social media, television programmes, films, games and online gaming

H38. how to predict, assess and manage risk in different situations

H39. hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe

H40. the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully)

H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about

H42. the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

H43. what is meant by first aid; basic techniques for dealing with common injuries

H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say

H45. that female genital mutilation (FGM) is against British law; what to do and whom to tell if they think they or someone they know might be at risk

### **Drugs, alcohol and tobacco**

H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others

H48. why people choose to use or not use drugs (including nicotine, alcohol and medicines)

H49. the mixed messages in the media about drugs, including alcohol and smoking/vaping

H50. the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

## **Living in the Wider World**

### **Shared responsibilities**

L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws

L2. to recognise there are human rights and they are there to protect everyone

L3. the relationship between rights and responsibilities

L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

### **Communities**

L6. the different groups that make up their community; what living in a community means

L7. to value the different contributions that people and groups make to the community

L8. diversity and what it means; the benefits of living in a diverse community; valuing diversity within communities

L9. stereotypes and how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

L10. prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

*To ensure full coverage of the non-statutory guidance for Citizenship, our Scheme of Work for PSHRE and Citizenship also covers the following objective from the DfE Citizenship Programme of Study:*

*What democracy is, and about the basic institutions that support it locally and nationally.*

### **Media literacy & digital resilience**

L11. recognise ways in which the internet and social media can be used both positively and negatively

L12. how to assess the reliability of sources of information online; how to make safe, reliable choices from search results

L13. some of the different ways information and data is shared and used online, including for commercial purposes

L14. how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information

L15. recognise that some things are appropriate to share and some things should not be shared on social media; rules surrounding distribution of images

L16. how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

### **Economic wellbeing: Money**

L17. the different ways to pay for things and the choices people have about this

L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'

L19. that people's spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics, or giving to charity)

L20. to recognise that people make spending decisions based on priorities, needs and wants

L21. different ways to keep track of money

L22. risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe

L23. the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations

L24. to identify the ways that money can impact on people's feelings and emotions

### **Economic wellbeing: Aspirations, work and career**

L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life

L27. stereotypes in the workplace and that a person's career aspirations should not be limited by them

L28. things that may influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)

L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid

L30. skills that may help them in their future careers, e.g. teamwork, communication and negotiation

L31. to identify the kind of job that they might like to do when they are older

L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

### **They will be taught through the following units:**

<b>Autumn 1</b>	<b>Autumn 2</b>
Y3 LKS2 TEAM (Relationships)	Y3 LKS2 Be Yourself (Relationships)
Y4 LKS2 VIPs (Relationships)	Y4 LKS2 Digital Wellbeing (Relationships)
Y5 UKS2 TEAM (Relationships)	Y5 UKS2 Be Yourself (Relationships)
Y6 UKS2 VIPs (Relationships)	Y6 UKS2 Digital Wellbeing (Relationships)
<b>Spring 1</b>	<b>Spring 2</b>
Y3 LKS2 Think Positive (Health and Wellbeing)	Y3 LKS2 It's My Body (Health and Wellbeing)
Y4 LKS2 Safety First (Health and Wellbeing)	Y4 LKS2 Growing Up (Health and Wellbeing)
Y5 UKS2 Think Positive (Health and Wellbeing)	Y5 UKS2 It's My Body (Health and Wellbeing)
Y6 UKS2 Safety First (Health and Wellbeing)	Y6 UKS2 Growing Up (Health and Wellbeing)

Summer 1	Summer 2
Y3 LKS2 Diverse Britain (Living in the Wider World)	Y3 LKS2 Aiming High (Living in the Wider World)
Y4 LKS2 One World (Living in the Wider World)	Y4 LKS2 Money Matters (Living in the Wider World)
Y5 UKS2 Diverse Britain (Living in the Wider World)	Y5 UKS2 Aiming High (Living in the Wider World)
Y6 UKS2 One World (Living in the Wider World)	Y6 UKS2 Money Matters (Living in the Wider World)

#### Assessment:

Pupils' learning will be assessed throughout each unit using the assessment materials accompanying the scheme of work. Pupils will also be involved in regular reflection of their own learning journey in relation to PSHRE and Citizenship education. We believe this is pivotal to the embedding and progression of knowledge, skills, understanding and attitudes. This will help us to provide a curriculum which is relevant and meaningful to all pupils. However, due to the personal nature of taught content, we believe it is important that learning in PSHRE and Citizenship education is seen as developmental and not as succeeding or failing. In our school, all children should feel they are succeeding in PSHRE and Citizenship education, whatever their starting or ending point within a unit of work.

#### Confidentiality:

For any child wishing to discuss something confidential relating to the lesson content, an opportunity will be provided in which the policies and protocols of safeguarding and confidentiality are adhered to.

#### Continuing professional development:

The professional development needs of all staff in relation to the teaching and learning in PSHRE and Citizenship education will be regularly assessed and monitored and relevant training and support provided. The subject leader for PSHRE and Citizenship will regularly model and disseminate best practice, working closely with the SLT and named governor

#### Working with Parents, Carers and the wider community:

We greatly value our parents and carers; we believe that their understanding of PSHRE and Citizenship and what their children will be learning is vital in gaining optimum outcomes.

We will send out guidance about the unit and what it entails. Parent and carers information sessions will be held to discuss the teaching of more sensitive content. Parents and carers are invited to view this policy and our curriculum at any point.

We are committed to following government guidance on the rights and responsibilities of parents and carers concerning PSHRE and Citizenship education.

#### Monitoring and Evaluation:

All teachers and HLTA's are responsible for monitoring teaching and learning in PSHRE and Citizenship.

#### Our arrangements for consulting with pupils:

To consult with pupils, we will involve them in regular self-reflection and discussion about their learning and enable them to raise additional learning they feel is needed; we will also consider what has been learned and how it can be implemented successfully in school.

Key action points learnt through our monitoring and evaluation will be fed into our self-evaluation process.

**This policy was agreed by staff and governors in June 2022**

**The policy will be next reviewed and updated in June 2023 or before if necessary.**