



The Laurels Primary School

# The Laurels Learning for Life Curriculum

encompassing PSHE and Relationships and Health Education Policy (from 2020)

*Our vision is to have uncompromising aspirations for every individual and for our school to be an exceptional and inspirational community of lifelong learners.*

## Aims

The National Curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'

According to the Education Act 2002 and the Academies Act 2010, the PSHE curriculum should be a balanced and broadly-based curriculum which 'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for opportunities, responsibilities and experiences of later life.'

## Stakeholders

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – a member of staff collated all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – This policy will be reviewed by the PSHE subject leader annually. At every review, the governing body has delegated responsibility to the headteacher to approve the policy and ensure its implementation.

We use a PSHE Programme - 3D PSHE - in which pupils develop the knowledge, skills and attributes needed in order to keep themselves healthy and safe whilst preparing them for life and work. This policy reflects the 2020 DfE guidance and covers all aspects of Relationships Education and Health Education in an age-appropriate way.

There are three underlying core themes taught throughout Dimensions 3D PSHE, within which there is broad overlap and flexibility:

- 1. Health and Wellbeing**
- 2. Relationships**
- 3. Living in the Wider World**

Pupils are encouraged to participate in a wide variety of activities, enabling them to make significant contributions to both life in school and within the wider community. This allows them to become aware of their skills and talents, develop their self-worth, learn to work as part of a team and take greater responsibility for their own learning. In doing so, they are able to reflect and evaluate on how they are making progress.

The 3D PSHE Programme provides pupils with the means to handle many of the social, cultural, spiritual, physical and moral issues that occur throughout life.

3D PSHE helps pupils to develop and demonstrate skills and attitudes that will allow them to participate fully, and contribute positively, to life in modern Britain. Pupils learn to respect similarities and differences between our diverse cultures in order to build successful and meaningful friendships and relationships that are vital to the world we live in.

Dimensions 3D PSHE supports the development of the attitudes, values, skills and behaviour which enable pupils to:-

- Live healthy lifestyles
- Address personal hygiene
- Develop an awareness of changing and growing
- Deal with different emotions in an appropriate way
- Keep safe
- Communicate well with others and work as a team
- Define, identify and know how to respond to bullying
- Know where and how to seek help when needed
- Treat everybody with respect
- Form and build positive relationships
- Understand the reasons for rules, and their responsibility to keep them
- Learn about their responsibility in caring for others
- Be active in their own learning
- Be active within their community
- Manage money well
- Keep safe online
- Self-assess and identify their strengths and weaknesses
- Know how to make emergency calls
- Know basic First Aid
- Work collaboratively and respectfully
- Appreciate diversity
- Empathise with other points of view
- Express opinions clearly
- Understand the changes that occur in puberty
- Develop strategies for managing changing emotions

### **Relationships Education (Statutory)**

The focus of 3D PSHE in primary school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults.

3D PSHE teaches pupils, in an age-appropriate way, what a healthy relationship is, enabling them to form a clear understanding of the features of positive relationships that are likely to lead to

fulfilment, happiness and security. Pupils learn what friendship is, what family means and who the people are who can support them.

Our school's careful use of 3D PSHE teaches about families in a well-judged and sensitive way, based on a clear knowledge of the pupils and their circumstances, reflecting that some children have different family structures and supportive relationships. They learn how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding, including the differences between appropriate and inappropriate or unsafe physical, and other, contact are the forerunners of teaching about consent, which takes place at secondary.

3D PSHE lessons teach pupils about online safety and appropriate behaviour online, including sharing data and ways in which information provided by users may be used negatively.

3D PSHE's Relationship Education encourages the development and practice of resilience and perseverance, self-respect and self-worth. Pupils are also helped to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. In 3D PSHE, this is achieved through a plethora of exciting and innovative learning experiences for in active citizenship.

Pupils are taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

They also learn about safe relationships, focusing on boundaries and privacy and ensuring that they understand that they have rights over their own bodies. This also covers understanding boundaries in friendships with peers, in families and with others, in all contexts, including online. In 3D PSHE, pupils are clearly taught how to report concerns and seek advice when they suspect or know that something is wrong. Of paramount importance is ensuring the balance between informing children about making sensible decisions to stay safe (including online) without frightening them unnecessarily, whilst also making it clear that it is never the fault of a child who is exploited or abused, and why victim blaming is always wrong.

### **Staff are responsible for:**

- Delivering Education for Safeguarding in a sensitive way
- Modelling positive attitudes to Education for Safeguarding
- Monitoring progress
- Responding to the needs of individual pupils

Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of sex education

Staff do not have the right to opt out of teaching Education for Safeguarding. Staff who have concerns about teaching Education for Safeguarding are encouraged to discuss this with the headteacher. Staff are encouraged to reflect on their own training needs in relation to the effective teaching of Education for Safeguarding and bring these to the attention of the Assistant Head for Inclusion who can explore these needs, and any other issues, with them.

### **Training**

Staff are trained on the delivery of Education for Safeguarding as part of their induction and it is included in our continuing professional development calendar.

The subject leader, alongside teachers, will also invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching Education for Safeguarding.

## **Answering Difficult Questions**

There are many sources of information which children can access in this modern world. At The Laurels we want to create a culture whereby children form trusted relationships with key adults in the school and feel able to ask them questions as they arise. This can mitigate against children looking things up online or developing misconceptions by accessing information from unreliable sources. When dealing with difficult questions for an individual, teachers will:

First, and most importantly determine the child's current understanding by asking questions such as: "What do you think that word means?" "Tell me what you know already."

Ensure the discussion takes place in a location and at a time, which safeguards both the staff member and the child.

Answer responsively according to the child's answer to these questions, and their level of maturity.

Use scientifically accurate and age appropriate language.

Have regard to all types of families and relationships when answering and avoid stereotyping.

Take an objective approach and ensure discussions do not refer to named people including self.

Discuss with the child safe ways for them to share this information, including who it is and isn't appropriate to discuss it with (for example younger children in the school, younger siblings).

Finally clarify whether the discussion has met the needs of the child, or whether they have further questions.

Parents will be informed about any discussion a teacher has with a child about this sensitive subject.

On some occasions the member of staff may need time to consider their approach to a question and it is appropriate to tell the child that you will come back to them within the same day. On these occasions it is advisable to talk to the subject leader for advice or sources of information.

During whole class teaching sessions, clear parameters will be established from the outset using a code of conduct, to safeguard against:

Children and staff feeling unsafe or uncomfortable;

Personal information being shared by either staff or children;

Misinformation being shared or misconceptions arising;

Discriminatory behaviour.

**If at any point a staff member feels that a child's knowledge of this subject, or their approach to it, constitutes a safeguarding concern, they must discuss this in a timely way with a DSL.**

## **Sex Education**

Sex Education is not statutory in primary schools.

The National Curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Our school has determined *that we do not need to cover* any additional content on sex education to meet the needs of our current pupils. Parents do not have the right to withdraw their children from the relationships aspect of Education for Safeguarding.

## **PSHE Content and Coverage**

Dimensions 3D PSHE covers all areas of PSHE for primary schools, as shown in the tables below:-

### **Reception Overview**

<b>Making relationships</b>	<b>Lessons</b>
Initiates conversations, attends to and takes account of what others say (DM 40-60 months) It's all about...taking part!	Lesson 7 'An Old Friend'
Explains own knowledge and understanding (DM 40-60 months) It's all about... taking part!	Lesson 16 'All Join In' Lesson 23 'Eid Mubarak!'
Asks appropriate questions of others (DM 40-60 months) It's all about... being smart!	Lesson 11 'I Feel Poorly' Lesson 18 'A Piece of Cake'
Takes steps to resolve conflicts with other children by finding compromises (DM 40-60 months) It's all about...where to start!	Lesson 4 'It's Your Turn'
Plays co-operatively, taking turns with others (ELG) It's all about...taking part!	Lesson 4 'It's Your Turn' Lesson 24 'Playtime Games' Lesson 25 'Litter Bug!'
Takes account of one another's ideas about how to organise an activity (ELG) It's all about... having heart!	Lesson 10 'Rainy Days' Lesson 19 'Busy Body'
Shows sensitivity to others' needs and feelings and form positive relationships with adults and other children (ELG) It's all about... having heart!	Lesson 1 'Hide and Seek' Lesson 7 'An Old Friend' Lesson 14 'Family Fun' Lesson 23 'Eid Mubarak!'

<b>Self Confidence / Awareness</b>	<b>Lessons</b>
Confident to speak to others about own needs, wants, interests and opinions (DM 40-60 months) It's all about... being smart!	Lesson 3 'I Like...' Lesson 10 'Rainy Days' Lesson 25 'Litter Bug!'

Can describe self in positive terms and talk about abilities (DM 40-60 months) It's all about... being smart!	Lesson 8 'Me and You' Lesson 15 'One Gold Star'
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<b>Self Confidence / Awareness</b>	<b>Lessons</b>
Confident to try new activities (ELG) It's all about...being smart!	Lesson 6 'Taking the Plunge'
Says why they like some activities more than others (ELG) It's all about... being smart!	Lesson 2 'Nan's House'
Confident to speak in a familiar group (ELG) It's all about... taking part!	Lesson 10 'Rainy Days'
Talks about their ideas (ELG) It's all about... being smart!	Lesson 10 'Rainy Days'
Chooses resources they need for their chosen activities (ELG) It's all about... being smart!	Lesson 18 'A Piece of Cake'
Says when they do or don't need help (ELG) It's all about... being smart!	Lesson 6 'Take the Plunge' Lesson 17 'I'm Stuck' Lesson 21 'Dressing Up' Lesson 22 'E-Safety, Be Safe'

<b>Managing Feelings / Behaviour</b>	<b>Lessons</b>
Beginning to be able to negotiate and solve problems without aggression (DM 40-60 months) It's all about...where to start!	Lesson 5 'What a Problem' Lesson 25 'Litter Bug!'
Talks about how they and others show feelings (ELG) It's all about... having heart!	Lesson 2 'Nan's House' Lesson 20 'The New Pet'
Talks about their own and others' behaviour and its consequences (ELG) It's all about... being smart!	Lesson 12 'Clean and Tidy' Lesson 13 'Bully Boy' Lesson 24 'Playtime Games'
Works as part of a group or class, and understands and follows the rules (ELG) It's all about... taking part!	Lesson 9 'Stick to the Rules'

### Year One Overview

<b>Autumn 1</b>	Core Theme 3 Unit 1 LESSON 1: Rules / Expectations - We Expect ... Core Theme 3 Unit 1 LESSON 2: Rules / Expectations - Class Charter Core Theme 1 Unit 5 LESSON 6: Internet Safety - E-Safety
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	Core Theme 2 Unit 4 LESSON 1: Friendship - Forever Friends Core Theme 2 Unit 4 LESSON 2: Friendship - Make Friends Core Theme 3 Unit 1 LESSON 3: Taking Turns - It's Your Turn!
<b>Autumn 2</b>	Core Theme 2 Unit 1 LESSON 7: Good Manners - How Rude! Core Theme 1 Unit 4 LESSON 1: Happiness - Smile! Core Theme 1 Unit 4 LESSON 2: Anger - Grrrr! Core Theme 2 Unit 1 LESSON 1: Feelings - How I Feel Core Theme 2 Unit 1 LESSON 2: Responses - You and Me Core Theme 2 Unit 1 LESSON 3: Opinions - I Think...
<b>Spring 1</b>	Core Theme 1 Unit 2 LESSON 4: Washing Hands - Meet Grub! Core Theme 1 Unit 1 LESSON 1: Healthy Eating - Vote Green! Core Theme 1 Unit 1 LESSON 2: Healthy Eating - Meat Eaters Core Theme 1 Unit 1 LESSON 3: Healthy Eating - Party Time! Core Theme 1 Unit 1 LESSON 4: Physical Activity - Get Physical! Core Theme 2 Unit 3 LESSON 2: Comparisons - All the Same
<b>Spring 2</b>	Core Theme 2 Unit 2 LESSON 1: Definition - A Bully is... Core Theme 2 Unit 2 LESSON 2: Unkindness - Blame Game Core Theme 2 Unit 2 LESSON 3: Behaviour - Bullying is... Core Theme 2 Unit 2 LESSON 4: Behaviour - + and - Core Theme 1 Unit 5 LESSON 4: Personal Safety - Secret Surprise Core Theme 1 Unit 5 LESSON 5: Emotional Safety - Getting Help
<b>Summer 1</b>	Core Theme 2 Unit 3 LESSON 6: Kindness - Give a Little Core Theme 2 Unit 4 LESSON 5: Family - My Family Core Theme 2 Unit 4 LESSON 6: Family - Special People Core Theme 3 Unit 1 LESSON 6: Caring - Talking to Plants Core Theme 3 Unit 1 LESSON 4: Lending / Borrowing - The Borrowers Core Theme 3 Unit 1 LESSON 5: Sharing - Share the Booty
<b>Summer 2</b>	Core Theme 1 Unit 5 LESSON 1: Sun Safety – It's a Cover Up! Core Theme 1 Unit 5 LESSON 2: Road Safety – Green X Code Core Theme 3 Unit 3 LESSON 1: Money - Grows on Trees? Core Theme 3 Unit 3 LESSON 2: Money - Coining it in! Core Theme 3 Unit 3 LESSON 3: Money - Keep Money Safe

### Year Two Overview

<b>Autumn 1</b>	Core Theme 2 Unit 4 LESSON 3: Friendship - Hola! Bonjour! Core Theme 2 Unit 4 LESSON 4: Friendship - Share Alike Core Theme 2 Unit 3 LESSON 1: Fair and Unfair - It's Not Fair! Core Theme 3 Unit 2 LESSON 1: Our School - Common Goals Core Theme 3 Unit 2 LESSON 2: Belonging - I Belong ... Core Theme 3 Unit 2 LESSON 3: Belonging - Join Our Club! Core Theme 2 Unit 5 LESSON 7: Staying Safe – I Don't Know You
<b>Autumn 2</b>	Core Theme 2 Unit 3 LESSON 4: Right and Wrong - In the Right Core Theme 1 Unit 4 LESSON 5: Consequences - Good v Bad Core Theme 1 Unit 4 LESSON 6: Aspirations - It's a Goal! Core Theme 2 Unit 1 LESSON 4: Co-operation – Negotiation Core Theme 2 Unit 1 LESSON 5: Co-operation - Want to Play? Core Theme 2 Unit 1 LESSON 6: Co-operation - Let's Debate!
<b>Spring 1</b>	Core Theme 1 Unit 2 LESSON 5: Keeping Clean - Bath-time Core Theme 1 Unit 2 LESSON 6: Skin - Skinny Tips Core Theme 1 Unit 2 LESSON 1: Dental Hygiene - Brushing Up! Core Theme 1 Unit 2 LESSON 2: Dental Hygiene - Bright White Core Theme 1 Unit 2 LESSON 3: Dental Hygiene - Top Teeth Core Theme 1 Unit 5 LESSON 3: Drug Safety - Magic Medicine

<b>Spring 2</b>	Core Theme 1 Unit 3 LESSON 1: Similarities and Differences - Boys v Girls Core Theme 1 Unit 3 LESSON 2: The Human Body - Body Bits Core Theme 1 Unit 3 LESSON 3: Growing Up - All Grown Up Core Theme 1 Unit 3 LESSON 4: Changing Needs - I Need Core Theme 1 Unit 1 LESSON 5: Physical Activity - Mighty Muscles Core Theme 1 Unit 1 LESSON 6: Exercise - Workout!
<b>Summer 1</b>	Core Theme 2 Unit 2 LESSON 5: Behaviour - Help Me! Core Theme 2 Unit 3 LESSON 3: Behaviour - In My Shoes Core Theme 2 Unit 3 LESSON 5: Teasing - Cry Baby! Core Theme 3 Unit 2 LESSON 4: Local Citizenship - Our Local Area Core Theme 3 Unit 2 LESSON 5: Local Citizenship - Community Care Core Theme 1 Unit 3 LESSON 5: Responsibility - Who's at Fault?
<b>Summer 2</b>	Core Theme 1 Unit 3 LESSON 6: Emotions – Mood Swings Core Theme 1 Unit 4 LESSON 3: Love - Three Little Words Core Theme 1 Unit 4 LESSON 4: Sadness - How to Cope Core Theme 3 Unit 3 LESSON 4: Money - Shopping List Core Theme 3 Unit 3 LESSON 5: Choices - This or That? Core Theme 3 Unit 3 LESSON 6: Enterprise - Dragons' Den

### Year Three Overview

<b>Autumn 1</b>	Core Theme 1 Unit 6 LESSON 1: E-Safety – Online Chat Core Theme 1 Unit 6 LESSON 2: Online Privacy – The Secrets Jar Core Theme 1 Unit 6 LESSON 3: Online Privacy – E-Protection Core Theme 3 Unit 1 LESSON 1: Rules – I'm In Charge! Core Theme 3 Unit 1 LESSON 2: Thinking Ahead – Lesson Planning Core Theme 3 Unit 1 LESSON 3: Taking the Lead – Learning Time
<b>Autumn 2</b>	Core Theme 2 Unit 5 LESSON 1: Friendship – Best Features Core Theme 2 Unit 5 LESSON 2: Friendship – Circles Time Core Theme 2 Unit 5 LESSON 3: Friendship - Falling Out Core Theme 2 Unit 5 LESSON 4: Friendship – The BAFAs Core Theme 1 Unit 5 LESSON 1: Loss / Separation – Lost! Core Theme 1 Unit 5 LESSON 2: Loss / Separation – Found!
<b>Spring 1</b>	Core Theme 1 Unit 1 LESSON 1: Physical, Emotional and Mental – I Am Who I Am! Core Theme 1 Unit 1 LESSON 2: Physical, Emotional and Mental – Hearts and Minds Core Theme 1 Unit 1 LESSON 3: Physical, Emotional and Mental – Three in One Core Theme 1 Unit 2 LESSON 4: Sleep – Sweet Dreams
<b>Spring 2</b>	Core Theme 2 Unit 1 LESSON 1: Clear Messages – Dot, Dot, Dash Core Theme 2 Unit 1 LESSON 2: How to Listen – Listen Up! Core Theme 3 Unit 2 LESSON 1: Different Communities – My Community. Core Theme 3 Unit 2 LESSON 2: School Communities – School Swap
<b>Summer 1</b>	Core Theme 1 Unit 7 LESSON 1: Before Puberty – You've Grown! Core Theme 1 Unit 7 LESSON 2: Visible Changes – Mind the Gap Core Theme 1 Unit 8 LESSON 1: How to Help – Who to Call Core Theme 1 Unit 8 LESSON 2: Emergency Calls – Calling 999 Core Theme 1 Unit 8 LESSON 3: Emergency Calls – Ambulance, Now!
<b>Summer 2</b>	Core Theme 1 Unit 2 LESSON 1: A Balanced Approach – Define: Healthy Core Theme 1 Unit 2 LESSON 2: Physical Exercise – Active Kids? Core Theme 1 Unit 2 LESSON 3: Lifestyle Choices – It's Your Choice



	Core Theme 2 Unit 2 LESSON 1: Working Together – Name Game Core Theme 2 Unit 2 LESSON 2: Working Together – Build It Up Core Theme 2 Unit 2 LESSON 3: Shared Goals – Better Places
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### Year Four Overview

<b>Autumn 1</b>	Core Theme 1 Unit 6 LESSON 4: Online Privacy – It’s Personal Core Theme 1 Unit 6 LESSON 5: Internet Use – Online Usage Core Theme 1 Unit 6 LESSON 6: Internet Use – Age Limits Core Theme 3 Unit 3 LESSON 1: Gender Stereotypes – His and Hers
<b>Autumn 2</b>	Core Theme 2 Unit 3 LESSON 1: Reactions - Frustration Core Theme 2 Unit 3 LESSON 2: Self-Worth – I’m a Marvel! Core Theme 2 Unit 3 LESSON 3: Persistence and Resilience - Don’t Give Up Core Theme 2 Unit 3 LESSON 4: Negative Persistence – Over and Over Core Theme 1 Unit 5 LESSON 5: Feelings - Overreacting
<b>Spring 1</b>	Core Theme 1 Unit 3 LESSON 1: A Balanced Diet – Plant or Animal? Core Theme 1 Unit 3 LESSON 2: A Balanced Diet – Balancing Act Core Theme 1 Unit 3 LESSON 3: Working with Food – Master Chef Core Theme 1 Unit 3 LESSON 4: Working with Food – Our Food Hall
<b>Spring 2</b>	Core Theme 2 Unit 1 LESSON 3: Responding to Others – Agony Aunts Core Theme 2 Unit 1 LESSON 4: Expressing Opinions – It’s Debatable Core Theme 1 Unit 5 LESSON 3: Loss / Separation – Left Behind Core Theme 1 Unit 5 LESSON 4: Family Changes – Two Homes
<b>Summer 1</b>	Core Theme 1 Unit 4 LESSON 1: Identified Strengths – I’m Good at That Core Theme 1 Unit 5 LESSON 6: Self-Respect – Let’s Rock! Core Theme 1 Unit 4 LESSON 2: Identified Strengths – Future Me Core Theme 1 Unit 4 LESSON 3: Setting Goals – That’s My Goal! Core Theme 1 Unit 4 LESSON 4: Setting Goals – The Impossible Dream
<b>Summer 2</b>	Core Theme 2 Unit 4 LESSON 1: Connections – Paper Chains Core Theme 2 Unit 4 LESSON 2: Family Links – Family Tree Core Theme 2 Unit 4 LESSON 3: Religious Views – Faith Findings Core Theme 2 Unit 4 LESSON 4: Celebrate Diversity – Inside Outside Core Theme 3 Unit 4 LESSON 1: Money Choices – A Million Dollars Core Theme 3 Unit 4 LESSON 2: Managing Money – Design Choices

### Year Five Overview

<b>Autumn 1</b>	Core Theme 3 Unit 1 LESSON 1: Structure – Just Imagine ... Core Theme 3 Unit 1 LESSON 2: Law and Order – In Charge Core Theme 3 Unit 1 LESSON 3: U.N. Rights – Our Rights Core Theme 2 Unit 4 LESSON 5: Online Relationships – A Risky Business Core Theme 1 Unit 5 LESSON 1: Drugs – Just Say No! Core Theme 1 Unit 5 LESSON 2: Alcohol – Drink Aware
<b>Autumn 2</b>	Core Theme 1 Unit 4 LESSON 1: Death and Grief – It’s Natural Core Theme 1 Unit 4 LESSON 2: Death and Grief - Poppies Core Theme 1 Unit 4 LESSON 3: Managing Conflict – Families at War Core Theme 3 Unit 2 LESSON 1: Community Event – We’re Cultured!
<b>Spring 1</b>	Core Theme 1 Unit 1 LESSON 2: Physical, Emotional and Mental – What’s Puberty? Core Theme 1 Unit 1 LESSON 3: Healthy Lifestyles – You Choose!

	Core Theme 1 Unit 5 LESSON 3: Tobacco – Up in Smoke Core Theme 1 Unit 5 LESSON 4: Substance Abuse – Let’s Be Frank
<b>Spring 2</b>	Core Theme 1 Unit 1 LESSON 1: Physical, Emotional and Mental – 3-Dimensional Core Theme 2 Unit 1 LESSON 1: Confidentiality – Secret Info Core Theme 2 Unit 1 LESSON 2: Listening – I’m All Ears! Core Theme 2 Unit 1 LESSON 3: Responding – Scenarios
<b>Summer 1</b>	Core Theme 1 Unit 2 LESSON 1: Food Choices – Secret Eaters Core Theme 1 Unit 2 LESSON 2: Food Choices – Invention Team Core Theme 1 Unit 2 LESSON 3: Cooking – Michelin Stars Core Theme 2 Unit 4 LESSON 1: Physical Contact – Touch Sensitive
<b>Summer 2</b>	Core Theme 2 Unit 2 LESSON 1: Responding - Scrabble Core Theme 2 Unit 2 LESSON 2: Shared Goals – It’s All Go! Core Theme 2 Unit 2 LESSON 3: Community Spirit – All Join In Core Theme 1 Unit 5 LESSON 5: Basic First-Aid – First Aids Tips

### Year Six Overview

<b>Autumn 1</b>	Core Theme 1 Unit 3 LESSON 1: Identified Strengths – Big Dreams Core Theme 1 Unit 3 LESSON 2: Identified Strengths – Big Achievers Core Theme 1 Unit 3 LESSON 3: Setting Goals – ‘Super Futures’ Core Theme 1 Unit 3 LESSON 4: Setting Goals – I Can Do That! Core Theme 1 Unit 5 LESSON 6: Internet Safety – Fake News
<b>Autumn 2</b>	Core Theme 2 Unit 3 LESSON 1: Race and Ethnicity – United States? Core Theme 2 Unit 3 LESSON 2: Gender Stereotypes – Jobs 4 All Core Theme 2 Unit 3 LESSON 3: Culture – Cultural Feast
<b>Spring 1</b>	Core Theme 1 Unit 1 LESSON 4: Physical Illness – Bleugh! Core Theme 1 Unit 1 LESSON 6: Immunisation – One Sharp Scratch Core Theme 2 Unit 4 LESSON 3: Marriage – I Promise...
<b>Spring 2</b>	Core Theme 1 Unit 1 LESSON 5: Healthy Minds – Young Minds Core Theme 2 Unit 4 LESSON 4: Mental Wellbeing – Mind Business Core Theme 2 Unit 4 LESSON 2: Support and Care - Connections
<b>Summer 1</b>	Core Theme 3 Unit 3 LESSON 1: Budgeting – Money Supermarket Core Theme 3 Unit 3 LESSON 2: Consumer Sense – Payment Terms Core Theme 3 Unit 3 LESSON 3: Consumer Sense – A Class Catalogue!
<b>Summer 2</b>	Core Theme 3 Unit 4 LESSON 1: Generating Income – Making Money Core Theme 3 Unit 4 LESSON 2: Generating Income – Raising Money

### 3D PSHE Extremism and Radicalisation Unit

We use the 3D PSHE Extremism and Radicalisation Units. In KS1 we cover understanding the differences between ‘fact’ and ‘opinion’; recognising and respecting similarities and differences between people; how to deal with confrontation; understanding that difference is a positive feature. In KS2 we look at how to deal with peer pressure; how extremism manifests itself; homophobia and racism as extremist behaviours; terrorism.

### 3D PSHE Substance Related Abuse Unit

We use the 3D Substance Related Abuse Unit. This covers keeping safe;

understanding some of the consequences of risk-taking; knowing some of the different forms addiction can take; the names of the most common drugs; how advertising influences our choices.

## **How we monitor, evaluate and assess teaching and learning in PSHE**

The PSHE subject lead, Helen Pinney, is responsible for leading PSHE/RSE. PSHE/RSE is part of the school's monitoring schedule and the subject lead will evaluate the quality of teaching through learning walks, work scrutiny, pupil voice and assessment.

## **Statutory requirements**

As a primary academy school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum, including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In delivering a Laurels for Safeguarding curriculum, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Schools have a duty to safeguard their children as well as a duty to promote SMSC, therefore all class teachers are responsible for teaching PSHE/RSE each week as this is important to establishing the safeguarding culture in school. It is an expectation that staff teachers will liaise with DSLs to ensure topics are approached in a sensitive way and specific to the needs of the individuals in their class.

All pupils should be provided with PSHE books that move with them through the school. This helps place importance on PSHE in the classroom. It also helps pupils gather samples of their learning as well as samples of assessment

We take into account the needs of all pupils including those with SEN and sensitive safeguarding issues. Children may be provided with scaffolding and resources such as knowledge organisers to support them with vocabulary acquisition.

## **Bibliography**

This Dimensions 3D Primary PSHE Policy is informed by the following links:-

- [Academies Act 2010](#)
- [Children and Social Work Act 2017](#)
- [Education Act 2002](#)
- [Guidance on Relationships, Relationships and Sex Education, and Health Education](#)
- [Parliament UK Report 2019](#)
- [PSHE Association](#)

Policy reviewed annually

## **Appendices**

For further guidance on Relationships Education (Primary), Relationships and Sex Education (RSE – Secondary) and Health Education (Primary and Secondary), please visit the following: [Guidance on Relationships, Relationships and Sex Education, and Health Education](#)

### Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

