



# SHOBNALL PRIMARY & NURSERY SCHOOL

## APPROACH TO THE TEACHING OF RELATIONSHIPS AND HEALTH EDUCATION (INCLUDING PERSONAL, SOCIAL AND EMOTIONAL EDUCATION)



*"Children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."*

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## **STATEMENT OF INTENT**

At Shobnall Primary & Nursery School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and health curriculum for all our pupils. This document sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

## **1. LEGAL FRAMEWORK**

- This document has due regard to legislation and statutory guidance including, but not limited to, the following:
  - Section 80A of the Education Act 2002
  - Children and Social Work Act 2017
  - The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
  - Equality Act 2010
  - DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
  - DfE (2013) 'Science programmes of study: key stages 1 and 2'
  - Ofsted Review of Sexual Abuse in Schools and Colleges 2021
- This document operates in conjunction with the following school policies and procedures:
  - Behaviour and Discipline; Statement/Code of Practice for Exclusion
  - Safeguarding Children & Child Protection
  - Child-on-Child Abuse
  - Healthy Eating
  - Health and Safety & Wellbeing
  - Anti-Bullying
  - Supporting Pupils with Medical Needs
  - Equal Opportunities
  - Special Educational Needs and Disabilities
  - Online Safety Procedures

## **2. ROLES AND RESPONSIBILITIES**

- The **local governing body** is responsible for:
  - Ensuring all pupils make progress in achieving the expected educational outcomes.
  - Ensuring the curriculum is well led, effectively managed and well planned.
  - Evaluating the quality of provision through regular and effective self-evaluation.
  - Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
  - Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
  - Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
  - Creating and keeping up-to-date a separate written statement of this document and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.

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- The **headteacher** is responsible for:
  - The overall implementation of this document.
  - Ensuring staff are suitably trained to deliver the subjects.
  - Ensuring that parents are fully informed of this document.
  - Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
  - Reporting to the governing board on the effectiveness of this document.
  - Reviewing this document on an annual basis.
- The **PSHE coordinator/relationships and health education leader** is responsible for:
  - Overseeing the delivery of the subjects.
  - Ensuring the subjects are age-appropriate and high-quality.
  - Ensuring teachers are provided with adequate resources to support teaching of the subjects.
  - Ensuring the school meets its statutory requirements in relation to the relationships and health curriculum.
  - Ensuring the relationships and health curriculum is inclusive and accessible for all pupils.
  - Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
  - Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.
- The **teachers** are responsible for:
  - Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.
  - Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
  - Ensuring they do not express personal views or beliefs when delivering the programme.
  - Modelling positive attitudes to relationships and health education.
  - Responding to any safeguarding concerns in line with the Document for Safeguarding Children.
  - Acting in accordance with planning, monitoring and assessment requirements for the subjects.
  - Liaising with the SENDCO to identify and respond to individual needs of pupils with SEND.
  - Working with the relationships and health education subject leader to evaluate the quality of provision.
- The **SENDCO** is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of Learning Support Assistants in order to meet pupils' individual needs.

### **3. ORGANISATION OF THE CURRICULUM**

- Every primary school is required to deliver statutory relationships education and health education.
- For the purpose of this document, “**relationships education**” is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- For the purpose of this document, “**health education**” is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school's PSHE curriculum.
- The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' [guidance](#).
- The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.
- The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.
- We consult with parents, pupils and staff in the following ways:
  - Questionnaires and surveys
  - Meetings
  - Workshops
  - Newsletters
  - Letters
- The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.
- When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.
- The school uses Jigsaw to deliver PSHE and Relationships and Health Education, which is a whole school programme that is progressive across year groups. All year groups will work on the same puzzle at the same time. Each

puzzle consists of 6 pieces (lessons) which work towards an end product. The school uses the second edition which includes relationship education and financial wellbeing for children. In addition to this, the school uses supplementary units from the NSPCC, Natwest and Twinkl which includes financial wellbeing, cyberbullying, digital learning and online safety and child-on-child abuse.

- We have used the research around **cognitive load** and how children learn most effectively, to determine our approach to implementing the curriculum. Research has shown that If you teach children too many new concepts at once their short-term memory becomes overloaded and none of the knowledge will stick and move into the long term. We take an approach of **spacing** out new knowledge combined with interleaving and plenty of retrieval practise to ensure learning sticks. With **repetition, interleaving and retrieval**, research we use suggests that the more often children have to remember knowledge the more likely it just to be cemented into the long-term memory.

#### **4. CONSULTATION WITH PARENTS**

- The school understands the important role parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' views are in shaping the curriculum.
- The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in section 3 of this document.
- Parents are provided with the following information:
  - The content of the relationships and health curriculum.
  - The delivery of the relationships and health curriculum, including what is taught in each year group.
  - The legalities surrounding withdrawing their child from the subjects.
  - The resources that will be used to support the curriculum.
- The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.
- Parents are consulted in the review of the curriculum and this document, and are encouraged to provide their views at any time.

#### **5. RELATIONSHIPS EDUCATION OVERVIEW**

### **Families and people who care for me**

By the end of primary school, pupils will know:

- That families are important for them growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### **Caring friendships**

By the end of primary school, pupils will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.



- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

### **Respectful relationships**

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and 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.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

### **Online relationships**

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.

- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

### **Being safe**

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

## **6. HEALTH EDUCATION OVERVIEW**

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

### **Mental wellbeing**

By the end of primary school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.

- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children and that it is very important they 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), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### **Internet safety and harms**

By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.

- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age-restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

### **Physical health and fitness**

By the end of primary school, pupils will know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school if they are worried about their health.

### **Healthy eating**

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

### **Drugs alcohol and tobacco**

By the end of primary school, pupils will know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### **Health and prevention**

By the end of primary school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

### **Basic first aid**

By the end of primary school, pupils will know:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

### **Changing adolescent body**

By the end of primary school, pupils will know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle.

## **7. RELATIONSHIPS AND HEALTH EDUCATION BY YEAR GROUP**

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- The school is free to determine, within the statutory curriculum content outlined in sections 5 and 6, what pupils are taught during each year group. The outline of content can be viewed in the school's long term plan for PSHE and Relationships and Health Education in **APPENDIX A**.
- The school always considers the age and development of pupils when deciding what will be taught in each year group.
- The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.
- Financial education will be taught from EYFS to year 6 in the summer term. Teachers will be using the resources from 'NatWest: Money Matters' which covers:
  - What does money look like?
  - How to look after my money in EYFS and Key Stage 1.
  - Weekly budgeting and planning meals in Key Stage 2.
  - All children will be offered the opportunity to take part in an enterprise project in the summer term where the children will set up a business in groups. This project will be run outside of school hours.

## **8. SEX EDUCATION**

- All pupils must be taught the aspects of sex education outlined in the year 5 primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.
- At our school, we **do not** teach pupils sex education beyond what is required of the science curriculum.

## **9. DELIVERY OF THE CURRICULUM**

- The relationships and health curriculum will be delivered as part of our **PSHE curriculum**.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Jigsaw supplies staff with 6 (pieces) lessons to teach from with a set structure for EYFS and a set structure for KS1 and 2. This consists of the following:
  - **Connect us**: Improves the pupils' social skills to better enable collaborative learning. Supports the Jigsaw charter by building social skills, positive relationships and collaborative learning. These skills will be taught each piece but should be reinforced throughout the whole day.
  - **Calm me**: Focuses on relaxation and calming emotions to ensure learning can occur which produces a peaceful atmosphere. A calm me

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script is used for this and can be found for each piece (lesson). It uses breathing techniques, listening, concentration Etc. The use of a chime is used at the end of the lessons. Allows children to focus on the learning outcome of the lesson.

- Tell me or show me: This section teaches the children something new such as new information, skills or concepts. The activities and approaches are different dependent upon the piece.
  - Let me learn: This section is the 'use and apply' activity to reinforce what they have learnt. Let me learn is usually where the children record learning. This is done in a variety of way including individually, paired or in a group.
  - Help me reflect: Throughout Jigsaw, children are encouraged to reflect on their own learning and progress. Children record their reflections in the 'Reflection Puzzle Piece' of their Jigsaw Journals.
- Each piece will have a different 'Help me Reflect' activity. Staff should praise the children's learning, efforts and positive attitudes at the end of every piece. Jigsaw places an emphasis on active learning by including the pupils in circle time, discussions, role play, investigation and problem solving activities. Pupils should also be given opportunities to learn through practical and relevant activities and events away from Jigsaw, for example fund raising for charities and visitors to the school.
  - In Early Years Foundation Stage, the learning experiences are planned from the Early Years Foundation Stage Curriculum. The curriculum identifies Personal, Social and Emotional Development as a prime area of learning. Each puzzle links to development stages suited for the age expectation of the year group (Foundation 1 – Nursery, Foundation 2 – Reception).
  - Within the EYFS Jigsaw supports practitioners by providing suggestions away from the session to continue the children's learning at school and at home. These include child initiated and adult led activity ideas, assessment opportunities and cross curricular links, home learning and family links.
  - Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
  - The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.
  - Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.
  - Classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.

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- Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.
- Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.
- Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.
- Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
- Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- Whilst there are no formal examinations for the relationships and health curriculum, the school will undertake informal assessments to determine pupil progress. These will include written work, group presentations, group tasks and projects.

#### **10. WORKING WITH EXTERNAL EXPERTS**

- External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this document.
- The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this document.
- Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Document on Safeguarding Children and Child Protection.



- The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

## **11. EQUALITY AND ACCESSIBILITY**

- The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:
  - Age
  - Sex or sexual orientation
  - Race
  - Disability
  - Religion or belief
  - Gender reassignment
  - Pregnancy or maternity
  - Marriage or civil partnership
- The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.
- The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils.
- Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.
- Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic.
- When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

## **12. CURRICULUM LINKS**

- The school seeks opportunities to draw links between relationships and health education and other curriculum subjects wherever possible to enhance pupils' learning.
- Relationships and health education will be linked to the following subjects in particular:
  - **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.

- **Computing and ICT** – pupils learn about online safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **British Values** – Children are encouraged from EYFS to treat each other with mutual respect. Children taught about the similarities and differences between themselves and others. This encourages through the use of the role play areas and language used e.g. firefighters not fireman. Challenging stereotypes through resources, such as, gender and cultural and racial stereotyping through and stories.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

### **13. WITHDRAWING FROM THE SUBJECTS**

- Relationships and health education are statutory at primary and parents **do not** have the right to withdraw their child from the subjects.

### **14. BEHAVIOUR**

- The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.
- Any bullying incidents caused as a result of the relationships and health education programme will be dealt with as seriously as other bullying incidents within the school.
- Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises.
- These incidents will be dealt with following the processes in our Document for Behaviour and Discipline; Statement/Code of Practice for Exclusion and Anti-Bullying Document.
- The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

### **15. STAFF TRAINING**

- All staff members at the school will undergo training on a termly basis to ensure they are up-to-date with the relationships and health education programme and associated issues.

- Members of staff responsible for teaching the subjects will undergo further training on a termly basis, led by the relationships and health education subject leader, to ensure they are fully equipped to teach the subjects effectively.
- Training of staff will also be scheduled around any updated guidance on the programme and any new developments, which may need to be addressed in relation to the programme.

## **16. CONFIDENTIALITY**

- Confidentiality within the classroom is an important component of relationships and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.
- Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Document for Safeguarding Children & Child Protection.
- Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.
- Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Document for Safeguarding Children & Child Protection.

## **17. MONITORING QUALITY**

- The **relationships, sex and health education subject leader** is responsible for monitoring the quality of teaching and learning for the subjects.
- The **relationships, sex and health education subject leader** will conduct subject assessments on a regular basis, which will include lesson observations, work scrutiny, pupil questionnaires and learning walks.
- The **relationships and health education subject leader** will create **annual** subject reports for the **headteacher** and **local governing body** to report on the quality of the subjects.
- The **relationships and health education subject leader** will work regularly and consistently with the **headteacher** and **link governor**, e.g. through **termly** review meetings, to evaluate the effectiveness of the subjects and implement any changes.

## **18. MONITORING AND REVIEW**

- This document will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

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- The **local governing board** is responsible for approving this document.
- Any changes made to this document will be communicated to all staff, parents and, where necessary, pupils.

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**APPENDIX A – LONG TERM PLAN FOR PSHE AND RELATIONSHIPS AND HEALTH EDUCATION**

	JIGSAW Nursery – Year 6					
	AUTUMN TERM (1 <sup>st</sup> HALF)	AUTUMN TERM (2 <sup>nd</sup> HALF)	SPRING TERM (1 <sup>st</sup> HALF)	SPRING TERM (2 <sup>nd</sup> HALF)	SUMMER TERM (1 <sup>st</sup> HALF)	SUMMER TERM (2 <sup>nd</sup> HALF)
EYFS – Jigsaw Nursery	<p><b><u>BEING ME IN MY WORLD</u></b></p> <p>How am I feeling I understand how happy and sad emotions can be expressed. Gentle Hands I understand that it is good to be kind to people. Who.. me? I understand how we are the same and how we are different. Our rights I am starting to understand rights.</p> <p><b><u>Oral Hygiene link</u></b> When do we clean our teeth?</p> <p><b><u>Commando Joe Link</u></b> Tanisha Teamwork</p>	<p><b><u>CELEBRATING DIFFERENCES</u></b></p> <p>What am I good at? I know how it feels to be proud of something I am good at. I am special, I am me! I can tell you one way I am special and unique. Families I know that all families are different Making friends I can tell you how I make new friends.</p> <p><b><u>Oral Hygiene link</u></b> Send toothpaste home and discuss how it is used effectively. How do we clean our teeth?</p> <p><b><u>Commando Joe</u></b> <b><u>Charlie Communication</u></b></p>	<p><b><u>DREAMS AND GOALS</u></b></p> <p>Challenge I understand what a challenge means. Never giving up I can keep trying until I can do something. Setting a goal I can set a goal and work towards it. Obstacles and support I know some kind words to encourage people with Flight to the future I can start to think of the jobs I might like to do when I am older. Footprint towards I can feel proud when I achieve something.</p> <p><b><u>Oral Hygiene link</u></b> Visit from Dentist</p> <p><b><u>Commando Joe – Romeo Resilience</u></b></p>	<p><b><u>HEALTHY ME</u></b></p> <p>Everybody's Body I know the name of some parts of my body and I understand the need to be healthy.</p> <p>We like to move it, move it I can tell you some of the things I need to do to be healthy.</p> <p>Food glorious food I know what the word 'Healthy' means and that some foods are healthier than others. Sweet dreams I know how to help myself go to sleep and that sleep is good for me. <b><u>Keeping clean</u></b> I can wash my hands and know it is important to do this before I eat and before I go to the toilet.</p> <p><b><u>Oral Hygiene link</u></b> To understand some foods are better than others</p> <p><b><u>Commando Joe</u></b> Sophie- Self awareness</p>	<p><b><u>RELATIONSHIPS</u></b></p> <p>My family and me I can tell you about my family.</p> <p>Make friends, make friends never never break friends part 1 I understand how to make friends if I am feeling lonely.</p> <p>Make friends, make friends never never break friends part 2 I can tell you some of the things I like about my friends</p> <p>Falling out and bullying part 1 I know what to say and do if someone is mean to me. Falling out and bullying part 1 I can use Calm Me time to manage my feelings.</p> <p>Being the best friends we can be I can work together and enjoy being with my friends</p> <p><b><u>Oral Hygiene link</u></b> Egg experiment- What happens to our teeth if we eat unhealthily.</p> <p><b><u>Commando Joe</u></b> Eddie empathy</p>	<p><b><u>MONEY MATTERS</u></b></p> <p>What does money look like? Looking in a purse and what coins look like compared to notes.</p> <p>How I pay for things? Parents can use a card and also cash</p> <p><b><u>Link to the role play area</u></b></p> <p><b><u>Oral Hygiene link</u></b> How do we clean our teeth well- Role play dentists?</p> <p><b><u>Oral Hygiene link</u></b> How do we clean our teeth well- Role play dentists?</p> <p><b><u>Commando Joe</u></b> Elliot Excellence Praveen Positivity</p>
	<b><u>HOOK WITH A BOOK</u></b> What I like about me	<b><u>HOOK WITH A BOOK</u></b> Elmer	<b><u>HOOK WITH A BOOK</u></b> Whatever next?	<b><u>HOOK WITH A BOOK</u></b> Ten seeds	<b><u>HOOK WITH A BOOK</u></b> Dear Zoo	<b><u>HOOK WITH A BOOK</u></b> Super Tato

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EYFS – Jigsaw Reception	<u>BEING ME IN MY WORLD</u>	<u>CELEBRATING DIFFERENCES</u>	<u>DREAMS AND GOALS</u>	<u>HEALTHY ME</u>	<u>RELATIONSHIPS</u>	<u>MONEY MATTERS</u>
	<p><u>Who... Me?!</u></p> <p>I understand how it feels to belong and that we are similar and different</p> <p><u>How am I feeling today?</u></p> <p>I can start to recognise and manage my feelings</p> <p><u>Being at school</u> I enjoy working with others to make school a good place to be.</p> <p><u>Gentle hands</u> I understand why it is good to be kind and use gentle hands.</p> <p><u>Our rights</u> I am starting to understand children's rights and this means we</p>	<p>Identifying talents I can identify something I am good at and understand everyone is good at different things</p> <p>Being special I understand that being different makes us all special</p> <p>Families I know we are all different but the same in some ways</p> <p>Where we live I can tell you why I think my home is special to me</p> <p>Making friends I can tell you how to be a kind friend</p> <p>Standing up for yourself I know which words to use to stand up for myself when someone says or does something unkind</p> <p><u>Oral Hygiene link</u> Send toothpaste home and discuss how it is used effectively. How do we clean our teeth?</p>	<p>Challenges I understand that if I persevere I can tackle challenges</p> <p>Perseverance I can tell you about a time I didn't give up until I achieved my goal</p> <p>Goal-setting I can set a goal and work towards it</p> <p>Overcoming obstacles I can use kind words to encourage people</p> <p>Jobs I understand the link between what I learn now and the job I might like to do when I'm older</p> <p>Achieving goals I can say how I feel when I achieve a goal and know what it means to feel proud</p> <p><u>Oral Hygiene link</u> Visit from Dentist</p>	<p>Exercising bodies I understand that I need to exercise to keep my body healthy</p> <p>Physical activity I understand how moving and resting are good for my body</p> <p>Healthy food I know which foods are healthy and not so healthy and can make healthy eating choices</p> <p>Sleep I know how to help myself go to sleep and understand why sleep is good for me</p> <p>Keeping clean I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet</p> <p>Safety I know what a stranger is and how to stay safe if a stranger approaches me</p> <p><u>Oral Hygiene link</u> To understand some foods are better than others</p>	<p>Family life I can say what is good about my family.</p> <p>Friendships I can talk about what makes a good friend.</p> <p>Breaking friendships I understand that some friendships stay together and some break up.</p> <p>Falling out I understand that sometimes people fall out.</p> <p>Dealing with bullying I can work together and enjoy being with my friends</p> <p>Being a good friend I understand how to be a good friend.</p> <p><u>Oral Hygiene link</u> Egg experiment- What happens to our teeth if we eat unhealthily.</p> <p><u>Commando Joe</u> Eddie empathy</p>	<p>What does money look like?</p> <p>Where should I keep my money? Links to role play area.</p> <p><u>Commando Joe</u> Elliot Excellence Praveen Positivity</p>

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	<p>should all be allowed to learn and play</p> <p><b>Oral Hygiene link</b>  When do we clean our teeth?  <a href="#">Commando Joe Link</a>  Tanisha Teamwork</p>	<a href="#">Commando Joe</a> <b>Charlie Communication</b>	<a href="#">Commando Joe – Romeo</a> <b>Resilience</b>	<a href="#">Commando Joe</a> <b>Sophie- Self awareness</b>		
<b>YEAR 1</b>	<p><b>BEING ME IN MY WORLD</b></p> <p>Feeling special and safe-  Know how to use my Jigsaw Journal  Feel special and safe in my class</p> <p>Being part of a class-  Understand the rights and responsibilities as a member of my class  Know that I belong to my class</p> <p>Rights and responsibilities-  Understand the rights and responsibilities of being a member of my class.  Know how to make my class a safe place for everybody to learn.</p> <p>Rewards and feeling proud  Know my views are valued and can contribute to the Learning Charter  Recognise how it feels to be proud of an achievement</p> <p>Consequences</p>	<p><b>CELEBRATING DIFFERENCES</b></p> <p>Similarities  Identify similarities between people in my class  Tell you some ways in which I am the same as my friends</p> <p>Differences  Identify differences between people in my class  Tell you some ways I am different from my friends</p> <p>What is bullying?  Tell you what bullying is  Understand how being bullied might feel</p> <p>How to deal with bullying.  Know some people who I could talk to if I was feeling unhappy or being bullied  Be kind to children who are bullied</p> <p>Making new friends  Know how to make new friends</p>	<p><b>DREAMS AND GOALS</b></p> <p>Setting goals  Set simple goals  Tell you about the things I do well</p> <p>Steps to achieving goals  Set a goal and work out how to achieve it  Tell you how I learn best</p> <p>Identifying successes and Achievements  Understand how to work well with a partner  Celebrate achievement with my partner</p> <p>Learning styles  Tackle a new challenge and understand this might stretch my learning  Identify how I feel when I am faced with a new challenge</p> <p>Identifying and overcoming</p>	<p><b>HEALTHY ME</b></p> <p>Keeping myself healthy  Understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy  Feel good about myself when I make healthy choices</p> <p>Healthier lifestyle choices  Know how to make healthy lifestyle choices  Feel good about myself when I make healthy choices</p> <p>Keeping clean  Know how to keep myself clean and healthy, and understand how germs cause disease/ illness  Know that all household products including medicines can be harmful if not used properly</p>	<p><b>RELATIONSHIPS</b></p> <p>Belonging to a family  Identify the members of my family and understand that there are lots of different types of families.  Know how it feels to belong to a family and care about the people who are important to me</p> <p>Making friends/being a good friend  Identify what being a good friend means to me  Know how to make a new friend</p> <p>People who help us  Know who can help me in my school community  Know when I need help and know how to ask for it</p> <p>Qualities as a friend and person</p>	<p><b>MONEY MATTERS</b></p> <p>Where should we keep coins and notes?  What is the difference between needs and wants?  <b>NSPCC information</b>- Power Point  What is the NSCPCC?  How to get help from the NSPCC?</p>

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	<p>Recognise the choices I make and understand the consequences</p> <p>Recognise the range of feelings when I face certain consequences</p> <p>Owning the Learning Charter</p> <p>Understand my rights and responsibilities within our Learning Charter</p> <p>Understand my choices in following the Learning Charter</p>	<p>Know how it feels to make a new friend</p> <p>Celebrating the differences in everyone</p> <p>Tell you some ways I am different from my friends</p> <p>Understand these differences make us all special and unique</p>	<p>obstacles</p> <p>Identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them</p> <p>Know how I feel when I see obstacles and how I feel when I overcome them</p> <p>Tackling new challenges</p> <p>Feelings of success</p> <p>Tell you how I felt when I succeeded in a new challenge and how I celebrated it</p> <p>Know how to store the feelings of success in my internal treasure chest</p>	<p>Recognise that I am special so I keep myself safe</p> <p>Being safe</p> <p>Medicine safety/safety with household items</p> <p>Understand that medicines can help me if I feel poorly and I know how to use them safely</p> <p>Know some ways to help myself when I feel poorly</p> <p>Road safety</p> <p>Know how to keep safe when crossing the road, and about people who can help me to stay safe</p> <p>Recognise when I feel frightened and know who to ask for help</p> <p>Linking health and happiness</p> <p>Tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p> <p>Recognise how being healthy helps me to feel happy</p>	<p>Self-acknowledgement</p> <p>Know appropriate ways of physical contact to greet my friends and know which ways I prefer</p> <p>Recognise which forms of physical contact are acceptable and unacceptable to me</p> <p>Being a good friend to myself</p> <p>Recognise my qualities as a person and a friend</p> <p>Know ways to praise myself</p> <p>Celebrating special relationships</p> <p>Tell you why I appreciate someone who is special to me</p> <p>Express how I feel about them</p>	
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YEAR 2	<u>BEING ME IN MY WORLD</u>	<u>CELEBRATING DIFFERENCES</u>	<u>DREAMS AND GOALS</u>	<u>HEALTHY ME</u>	<u>RELATIONSHIPS</u>	<u>MONEY MATTERS</u>
	<p>Hopes and fears for the year</p> <p>Identify some of my hopes and fears for this year</p> <p>Know how to use my Jigsaw Journal</p> <p>Recognise when I feel worried and know who to ask for help</p> <p>Rights and responsibilities</p> <p>Understand the rights and responsibilities of being a member of my class and school</p> <p>Know how to help myself and others feel like we belong</p> <p>Rewards and consequences</p> <p>Listen to other people and contribute my own ideas about rewards and consequences</p> <p>Help make my class a safe and fair place</p> <p>Safe and fair learning environment</p> <p>Understand how following the Learning Charter will help me and others learn</p> <p>work cooperatively</p> <p>Owning a learning charter</p> <p>Recognise the choices I make and understand the consequences</p>	<p>Assumptions and stereotypes about gender</p> <p>Start to understand that sometimes people make assumptions about boys and girls (stereotypes)</p> <p>Understand some ways in which boys and girls are similar and feel good about this</p> <p>Boys and Girls</p> <p>Start to understand that sometimes people make assumptions about boys and girls (stereotypes)</p> <p>understand some ways in which boys and girls are different and accept that this is OK</p> <p>Understanding bullying</p> <p>Understand that bullying is sometimes about difference</p> <p>Be able to tell you how someone who is bullied feels</p> <p>Be able to be kind to children who are bullied</p> <p>Standing up for self and Others</p> <p>Recognise what is right and wrong and know how to look after myself</p>	<p>Achieving realistic goals</p> <p>Choose a realistic goal and think about how to achieve it</p> <p>Tell you things I have achieved and say how that makes me feel</p> <p>Perseverance</p> <p>Persevere even when I find tasks difficult</p> <p>Tell you some of my strengths as a learner</p> <p>Learning strengths</p> <p>Learning with others</p> <p>Recognise who it is easy for me to work with and who it is more difficult for me to work with</p> <p>Understand how working with other people can help me to learn</p> <p>Group co-operation</p> <p>Work cooperatively in a group to create an end product</p> <p>Explain some of the ways I worked cooperatively in my group to create the end product</p> <p>Work with other people to solve problems</p>	<p>Healthier choices</p> <p>Know what I need to keep my body healthy</p> <p>be motivated to make healthy lifestyle choices</p> <p>Relaxation</p> <p>Show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed</p> <p>Tell you when a feeling is weak and when a feeling is strong</p> <p>Medicines</p> <p>Understand how medicines work in my body and how important it is to use them safely</p> <p>Feel positive about caring for my body and keeping it healthy</p> <p>Healthier snacks and sharing Food</p> <p>Sort foods into the correct food groups and know which foods my body needs every day to keep me healthy</p> <p>Have a healthy relationship with food and know which foods I enjoy the most</p>	<p>Different types of family</p> <p>Identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate</p> <p>Accept that everyone's family is different and understand that most people value their family</p> <p>Physical contact boundaries</p> <p>Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</p> <p>Know which types of physical contact I like and don't like and be able talk about this</p> <p>Friendship and conflict</p> <p>Identify some of the things that cause conflict with my friends</p> <p>Demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends</p> <p><b>Pants NSPCC</b></p> <p><a href="#">Talk PANTS &amp; Join Pantosaurus - The Underwear Rule   NSPCC</a></p>	<p>Where does money come from?</p> <p><a href="#">Concept of Money: Where Does Money Come From?   MoneySense (mymoneysense.com)</a></p> <p>How do we earn money?</p> <p>Why is it important to save money?</p> <p><a href="#">What's the Importance of Saving Money?   MoneySense (mymoneysense.com)</a></p> <p>How can I keep track of my money?</p> <p><a href="#">How To Keep Track of Money   Teaching Money   MoneySense (mymoneysense.com)</a></p>

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	<p>To follow the Learning Charter</p>	<p>know when and how to stand up for myself and others if I am being bullied</p> <p><b>Gender Diversity</b></p> <p>Understand that it is OK to be different from other people and to be friends with them</p> <p>Understand that we shouldn't judge people if they are different from us</p> <p>Know how it feels to be a friend and have a friend</p> <p><b>Celebrating difference and remaining friends</b></p> <p>Tell you some ways I am different from my friends</p> <p>Understand these differences make us all special and unique</p>	<p>Express how it felt to be working as part of this group</p> <p><b>Contributing to and sharing Success</b></p> <p>Know how to share success with other people</p> <p>Know how contributing to the success of a group feels and be able to store those feelings in my internal treasure chest (proud)</p>		<p><b>It's My Body Lesson 1: My Body, My Business</b></p> <p>How to deal with little and tricky problems;</p> <p>What a serious problem is; Who they can ask for help</p> <p><b>Secrets</b></p> <p>Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p> <p>Know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this</p> <p><b>Trust and appreciation</b></p> <p>Recognise and appreciate people who can help me in my family, my school and my community</p> <p>Understand how it feels to trust someone</p> <p><b>Expressing appreciation for special relationships</b></p> <p>Express my appreciation for the people in my special relationships</p> <p>Be comfortable accepting appreciation from others</p>	
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YEAR 3	<u>BEING ME IN MY WORLD</u>	<u>CELEBRATING DIFFERENCES</u>	<u>DREAMS AND GOALS</u>	<u>HEALTHY ME</u>	<u>RELATIONSHIPS</u>	<u>MONEY MATTERS</u>
	<p>Setting personal goals</p> <p>Recognise my worth and identify positive things about myself and my achievements</p> <p>Set personal goals</p> <p>Know how to use my Jigsaw Journal</p> <p>Value myself and know how to make someone else feel welcome and valued</p> <p>Positivity in challenges</p> <p>Face new challenges positively, make responsible choices and ask for help when I need it</p> <p>Recognise how it feels to be happy, sad or scared and to be able to identify if other people are feeling these emotions</p> <p>Rules, rights and Responsibilities</p> <p>Understand why rules are needed and how they relate to rights and responsibilities</p> <p>Know how to make others feel valued</p> <p>Rewards and consequences</p> <p>Understand that my actions affect myself and others and I care about other people's feelings</p>	<p>Families and their Differences</p> <p>Understand that everybody's family is different and important to them</p> <p>Appreciate my family/the people who care for me</p> <p>Family conflict and how to manage it (child-centred)</p> <p>Understand that differences and conflicts sometimes happen among family members</p> <p>Know how to calm myself down and can use the 'Solve it together' technique</p> <p>Witnessing bullying and how to solve it</p> <p>Know what it means to be a witness to bullying</p> <p>Know some ways of helping to make someone who is bullied feel better</p> <p>Know that witnesses can make the situation better or worse by what they do</p> <p>Problem-solve a bullying situation with others</p> <p>Recognising how words can be hurtful</p>	<p>Difficult challenges and achieving success</p> <p>Tell you about a person who has faced difficult challenges and achieved success</p> <p>Respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)</p> <p>Dreams and ambitions</p> <p>Identify a dream/ambition that is important to me</p> <p>Imagine how I will feel when I achieve my dream/ambition</p> <p>New challenges</p> <p>Enjoy facing new learning challenges and working out the best ways for me to achieve them</p> <p>Break down a goal into a number of steps and know how others could help me to achieve it</p> <p>Motivation and enthusiasm</p> <p>Be motivated and enthusiastic about achieving our new challenge</p> <p>Know that I am responsible for my own learning and that I can use my strengths as a</p>	<p>Exercise</p> <p>Understand how exercise affects my body and know why my heart and lungs are such important organs</p> <p>Set myself a fitness challenge</p> <p>Fitness challenges</p> <p>Know that the amount of calories, fat and sugar I put into my body will affect my health</p> <p>Know what it feels like to make a healthy choice</p> <p>Attitudes towards drugs</p> <p>Tell you my knowledge and attitude towards drugs</p> <p>Identify how I feel towards drugs</p> <p>Keeping safe and why it's important online and off line scenarios</p> <p>Identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help</p> <p>express how being anxious or scared feels</p> <p>Safe or unsafe?</p> <p>Identify when something feels safe or unsafe</p>	<p>Family roles and responsibilities</p> <p>Identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</p> <p>Describe how taking some responsibility in my family makes me feel</p> <p>Friendship and negotiation</p> <p>Identify and put into practice some of the skills of friendship.</p> <p>Know how to negotiate in conflict situations to try to find a win-win solution</p> <p>Keeping safe online and who to go to for help</p> <p>Know and use some strategies for keeping myself safe online</p> <p>Know who to ask for help if I am worried or concerned about anything online</p> <p>Being a global citizen</p> <p>Explain how some of the actions and work of people around the world help and influence my life</p> <p>Show an awareness of how this could affect my choices</p>	<p>What are the links between jobs and money?</p> <p><a href="https://mymoneysense.com/what-are-the-links-between-jobs-and-money/">What are the Links Between Jobs and Money?   MoneySense (mymoneysense.com)</a></p> <p>How can I pay for things?</p> <p><a href="https://mymoneysense.com/payment-methods-how-can-i-pay-for-things/">Payment Methods: How Can I Pay for Things?   MoneySense (mymoneysense.com)</a></p> <p>Why do people have a bank account?</p> <p><a href="https://mymoneysense.com/how-to-use-a-bank-account-teaching-money/">How to Use a Bank Account   Teaching Money   MoneySense (mymoneysense.com)</a></p> <p><b>Reporting worries Child line</b></p> <p>What is child line?</p> <p>How is it used?</p> <p><a href="https://childline.gov.uk/">Childline   Childline</a></p>

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	<p>Understand that my behaviour brings rewards/consequences</p> <p>Responsible choices</p> <p>Make responsible choices and take action</p> <p>Work cooperatively in a group</p> <p>Seeing things from others' Perspectives</p> <p>Understand my actions affect others and try to see things from their points of view</p> <p>Choose to follow the Learning Charter</p>	<p>Recognise that some words are used in hurtful ways</p> <p>try hard not to use hurtful words (e.g. gay, fat)</p> <p>Giving and receiving Compliments</p> <p>Tell you about a time when my words affected someone's feelings and what the consequences were</p> <p>Give and receive compliments and know how this feels</p>	<p>learner to achieve the challenge</p> <p>Recognising and trying to overcome obstacles</p> <p>Recognise obstacles which might hinder my achievement and take steps to overcome them</p> <p>Manage the feelings of frustration that may arise when obstacles occur</p> <p>Evaluating learning processes</p> <p>Evaluate my own learning process and identify how it can be better next time</p> <p>Be confident in sharing my success with others and store my feelings in my internal treasure chest</p>	<p>Take responsibility for keeping myself and others safe</p> <p>Respect for myself and others</p> <p>Healthy and safe choices</p> <p>Understand how complex my body is and how important it is to take care of it</p> <p>Respect my body and appreciate what it does for me</p>	<p>Being a global citizen 2</p> <p>Understand how my needs and rights are shared by children around the world and to identify how our lives may be different</p> <p>Empathise with children whose lives are different to mine and appreciate what I may learn from them</p> <p>Expressing appreciation for family and friends</p> <p>Know how to express my appreciation to my friends and family</p> <p>Enjoy being part of a family and friendship groups</p>	
<b>YEAR 4</b>	<p><b><u>BEING ME IN MY WORLD</u></b></p> <p>Being part of a class team</p> <p>Know my attitudes and actions make a difference to the class team</p> <p>Know how to use my Jigsaw Journal</p> <p>Know how good it feels to be included in a group and understand how it feels to be excluded</p> <p>Try to make people feel welcome and valued</p>	<p><b><u>CELEBRATING DIFFERENCES</u></b></p> <p>Challenging assumptions</p> <p>Understand that, sometimes, we make assumptions based on what people look like</p> <p>Try to accept people for who they are</p> <p>Judging by appearance</p> <p>Understand what influences me to make assumptions based on how people look</p> <p>Question why I think what I do about other people</p>	<p><b><u>DREAMS AND GOALS</u></b></p> <p>Hopes and dreams</p> <p>Tell you about some of my hopes and dreams</p> <p>Know how it feels to have hopes and dreams</p> <p>Broken Dreams</p> <p>Understand that sometimes hopes and dreams do not come true and that this can hurt</p>	<p><b><u>HEALTHY ME</u></b></p> <p>Healthier friendships</p> <p>Recognise how different friendship groups are formed, how I fit into them and the friends I value the most</p> <p>Identify the feelings I have about my friends and my different friendship groups</p> <p>Group dynamics</p>	<p><b><u>RELATIONSHIPS</u></b></p> <p>Jealousy</p> <p>Recognise situations which can cause jealousy in relationships</p> <p>Identify feelings associated with jealousy and suggest strategies to problem-solve when this happens</p> <p>Love and loss</p> <p>Identify someone I love and express why they are special to me</p>	<p><b><u>MONEY MATTERS</u></b></p> <p>How can I plan a simple budget?</p> <p><a href="#">How Do I Plan a Budget?   Create a Budget   MoneySense (mymoneysense.com)</a></p> <p>Why is it important to keep your money safe?</p> <p><a href="#">How to Keep Money Safe   Teaching Resources   MoneySense (mymoneysense.com)</a></p> <p>How does money affect my feelings?</p> <p><a href="#">Money Management &amp; Its Impact On Our Wellbeing   MoneySense (mymoneysense.com)</a></p>

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<p>Being a school citizen</p> <p>Understand who is in my school community, the roles they play and how I fit in</p> <p>Take on a role in a group and contribute to the overall outcome</p> <p>Rights, responsibilities and democracy (school council)</p> <p>Understand how democracy works through the school council/in this school</p> <p>Recognise my contribution to making a Learning Charter for the whole school</p> <p>Rewards and consequences</p> <p>Understand that my actions affect myself and others</p> <p>I care about other people's feelings and try to empathise with them</p> <p>Understand how rewards and consequences motivate people's behaviour</p> <p>Group decision-making</p> <p>Understand how groups come together to make decisions</p> <p>Take on a role in a group and contribute to the overall outcome</p> <p>Having a voice</p>	<p>Understanding bullying</p> <p>Know that sometimes bullying is hard to spot and to know what to do if I think bullying is going on but I'm not sure</p> <p>Know how it might feel to be a witness to and a target of bullying</p> <p>Problem-solving</p> <p>Tell you why witnesses sometimes join in with bullying and sometimes don't tell</p> <p>problem-solve a bullying situation with others</p> <p>Identifying how special and unique everyone is</p> <p>Identify what is special about me and to value the ways in which I am unique</p> <p>Like and respect the unique features of my physical appearance</p> <p>First impressions</p> <p>Tell you a time when my first impression of someone changed when I got to know them</p> <p>Explain why it is good to accept people for who they are.</p>	<p>Know how disappointment feels and identify when I have felt that way</p> <p>Overcoming disappointment</p> <p>Know that reflecting on positive and happy experiences can help me to counteract disappointment</p> <p>Know how to cope with disappointment and help others cope with theirs</p> <p>Creating new dreams</p> <p>Know how to make a new plan and set new goals even if I have been disappointed</p> <p>Know what it means to be resilient and to have a positive attitude</p> <p>Achieving Goals</p> <p>Know how to work out the steps to take to achieve a goal, and do this successfully as part of a group</p> <p>Enjoy being part of a group challenge</p> <p>Celebrating contributions</p> <p>Identify the contributions made by myself and others to the group's achievement</p> <p>Know how to share in the success of a group and how</p>	<p>Understand there are people who take on the roles of leaders or followers in a group, and to know the role I take on in different situations</p> <p>Be aware of how different people and groups impact on me and to recognise the people I most want to be friends with</p> <p>Smoking</p> <p>Its effects on health, and also some of the reasons some people start to smoke</p> <p>Recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others</p> <p>Alcohol</p> <p>Understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</p> <p>Recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act</p>	<p>Know how most people feel when they lose someone or something they love</p> <p>Memories of loved ones</p> <p>Tell you about someone I know that I no longer see</p> <p>Understand that we can remember people even if we no longer see them</p> <p>Getting on and Falling Out</p> <p>Recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends</p> <p>Know how to stand up for myself and how to negotiate and compromise</p> <p>Girlfriends and boyfriends</p> <p>Understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older</p> <p>Understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend</p> <p>Showing appreciation to people and animals</p>	<p>How do I understand information about money from around the world?</p> <p><a href="#">International Money and Foreign Currencies   MoneySense (mymoneysense.com)</a></p>
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	<p>Understand how democracy and having a voice benefits the school community</p> <p>Understand why our school community benefits from a Learning Charter and can help others to follow it</p>		<p>to store this success experience in my internal treasure chest</p>	<p>assertively to resist pressure from myself and others</p> <p>Assertiveness</p> <p>Peer pressure</p> <p>Recognise when people are putting me under pressure and can explain ways to resist this when I want</p> <p>Identify feelings of anxiety and fear associated with peer pressure</p> <p>Celebrating inner strength</p> <p>Know myself well enough to have a clear picture of what I believe is right and wrong</p> <p>tap into my inner strength and know how to be assertive</p>	<p>Know how to show love and appreciation to the people and animals who are special to me</p> <p>Know that I can love and be loved</p> <p>PSHE and Citizenship LKS2 Body Awareness and Consent My Body is Mine Lesson</p> <p>What is privacy?</p> <p>What kind of touch is acceptable?</p>	
<b>YEAR 5</b>	<p><b>BEING ME IN MY WORLD</b></p> <p>Planning the forthcoming year</p> <p>face new challenges positively and know how to set personal goals</p> <p>know how to use my Jigsaw Journal</p> <p>know what I value most about my school and can identify my hopes for this school year</p> <p>Being a citizen</p>	<p><b>CELEBRATING DIFFERENCES</b></p> <p>Cultural differences and how they can cause conflict</p> <p>understand that cultural differences sometimes cause conflict</p> <p>be aware of my own culture</p> <p>Racism</p> <p>understand what racism is</p> <p>be aware of my attitude towards people from different races</p>	<p><b>DREAMS AND GOALS</b></p> <p>Future dreams</p> <p>Understand that I will need money to help me achieve some of my dreams</p> <p>Identify what I would like my life to be like when I am grown up</p> <p>The importance of money</p> <p>Know about a range of jobs carried out by people I know</p>	<p><b>HEALTHY ME</b></p> <p>Smoking, including vaping</p> <p>Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart</p> <p>Make an informed decision about whether or not I choose to smoke and know how to resist pressure</p> <p>Alcohol</p>	<p><b>RELATIONSHIPS</b></p> <p>Self-recognition and self-worth</p> <p>Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</p> <p>know how to keep building my own self-esteem</p> <p>Building self-esteem</p> <p>Understand that belonging to an online community can</p>	<p><b>MONEY MATTERS</b></p> <p>Twinkl</p> <p>To recognise that people, have different attitudes towards saving.</p> <p>To understand different ways to pay for things and the choices people have about this.</p> <p>To recognise that people make spending decisions based on priorities, needs and wants.</p> <p>To explain why we need to budget and how to make one.</p>

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<p>understand my rights and responsibilities as a citizen of my country</p> <p>empathise with people in this country whose lives are different to my own</p> <p><b>Rights and responsibilities</b> understand my rights and responsibilities as a citizen of my country and a member of my school</p> <p>empathise with people in this country whose lives are different to my own</p> <p><b>Rewards and consequences</b></p> <p>make choices about my own behaviour because I understand how rewards and consequences feel</p> <p>understand that my actions affect me and others</p> <p><b>How behaviour affects groups</b></p> <p>understand how an individual's behaviour can impact on a group</p> <p>contribute to the group and understand how we can function best as a whole</p> <p><b>Democracy, having a voice,</b></p>	<p><b>Rumours and name-calling</b> understand how rumour-spreading and name-calling can be bullying behaviour</p> <p>tell you a range of strategies to manage my feelings in bullying situations and for problem-solving when I'm part of one</p> <p><b>Types of bullying</b> Explain the difference between direct and indirect types of bullying</p> <p>Know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p> <p><b>Material wealth and Happiness</b> Compare my life with people in the developing world</p> <p>Appreciate the value of happiness regardless of material wealth</p> <p><b>Enjoying and respecting other cultures</b> I understand a different culture from my own</p> <p>Respect my own and other people's cultures</p>	<p>and explore how much people earn in different jobs</p> <p>Appreciate the contributions made by people in different jobs</p> <p><b>Jobs and careers</b> Identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it</p> <p>Appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future</p> <p><b>Dream job and how to get there</b> Describe the dreams and goals of young people in a culture different to mine</p> <p>Reflect on how these relate to my own</p> <p><b>Goals in different cultures</b> Understand that communicating with someone in a different culture means we can learn from each other</p> <p>Identify a range of ways that we could support each other</p> <p>Appreciate the similarities and differences in</p>	<p>Know and put into practice basic emergency aid procedures (including recovery position) and to know how to get help in emergency situations</p> <p>Know how to keep myself calm in emergencies</p> <p><b>Alcohol and anti-social behaviour</b> understand how the media, social media and celebrity culture promotes certain body types</p> <p>reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am</p> <p><b>Emergency aid</b></p> <p><b>Body image</b> <b>Relationships with food</b> Describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p> <p><b>Respect and value my body</b></p> <p><b>Healthy choices</b></p>	<p>have positive and negative consequences</p> <p>Recognise when an online community feels unsafe or uncomfortable</p> <p><b>Safer online communities</b> Understand there are rights and responsibilities in an online community or social network</p> <p>Recognise when an online community is helpful or unhelpful to me</p> <p><b>Rights and responsibilities online</b> Know there are rights and responsibilities when playing a game online</p> <p>Recognise when an online game is becoming unhelpful or unsafe</p> <p><b>Online gaming and gambling</b> Recognise when I am spending too much time using devices (screen time)</p> <p>Identify things I can do to reduce screen time, so my health isn't affected</p> <p><b>Reducing screen time</b> <b>Dangers of online grooming</b></p>	<p>I can discuss reasons and consequences of borrowing money.</p> <p>can explain the impact spending has on our environment</p>
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	<p>Participating</p> <p>understand how democracy and having a voice benefits the school community and know how to participate in this</p> <p>understand why our school community benefits from a Learning Charter and can help others to follow it</p>	<p>What is LGBT?</p> <p>Discuss the differences between people and it is okay to be different.</p> <p>Homophobia</p> <p>Words can hurt- Challenge homophobic vocabulary.</p>	<p>aspirations between myself and young people in a different culture</p> <p>Supporting others (charity) Motivation</p> <p>Encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship</p> <p>Understand why I am motivated to make a positive contribution to supporting others</p>	<p>Know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy</p> <p>Be motivated to keep myself healthy and happy</p> <p>Puberty</p> <p>How girls change as they get older.</p> <p>How boys change as they get older.</p> <p>Why do these changes happen?</p>	<p>Explain how to stay safe when using technology to communicate with my friends</p> <p>recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others</p> <p>SMARRT internet safety rules PSHE and Citizenship UKS2 Body Awareness and Consent My Body is Mine</p> <p>Digital Wellbeing Lesson 3: Online Relationships</p>	
<b>YEAR 6</b>	<p><b><u>BEING ME IN MY WORLD &amp; CHANGES</u></b></p> <p>Identifying goals for the year</p> <p>Identify my goals for this year, understand my fears and worries about the future and know how to express them</p> <p>Know how to use my Jigsaw Journal</p> <p>Feel welcome and valued and know how to make others feel the same</p> <p>Global citizenship</p> <p>Know that there are universal rights for all children but for</p>	<p><b><u>CELEBRATING DIFFERENCES</u></b></p> <p>Perceptions of normality</p> <p>Understand there are different perceptions about what normal means</p> <p>Empathise with people who are different</p> <p>Understanding disability</p> <p>Understand how being different could affect someone's life</p> <p>Be aware of my attitude towards people who are different</p>	<p><b><u>DREAMS AND GOALS</u></b></p> <p>Personal learning goals, in and out of school</p> <p>Know my learning strengths and set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal)</p> <p>Understand why it is important to stretch the boundaries of my current learning</p> <p>Emotions in success</p> <p>Identify problems in the world that concern me and</p>	<p><b><u>HEALTHY ME</u></b></p> <p>Taking personal responsibility</p> <p>Take responsibility for my health and make choices that benefit my health and well-being</p> <p>Be motivated to care for my physical and emotional health</p> <p>How substances affect the body</p> <p>Know about different types of drugs and their uses and their effects on the body particularly the liver and heart</p>	<p><b><u>RELATIONSHIPS</u></b></p> <p>Mental health</p> <p>Know that it is important to take care of my mental health</p> <p>Understand that people can get problems with their mental health and that it is nothing to be ashamed of</p> <p>Identifying mental health worries and sources of support</p> <p>Know how to take care of my mental health</p>	<p><b><u>MONEY MATTERS</u></b></p> <p>Children to take part in the Enterprise project for school. The children will work in partners to organise a stall for the school summer fair.</p> <p>Transition</p> <p>Hopes and fears of Secondary School.</p> <p>How do children feel about moving to Secondary School?</p>



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<p>many children these rights are not met</p> <p>Understand my own wants and needs and can compare these with children in different communities</p> <p><b>Children's universal rights</b></p> <p>Understand that my actions affect other people locally and globally</p> <p>Understand my own wants and needs and able to compare these with children in different communities</p> <p><b>Feeling welcome and valued</b></p> <p>Make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities</p> <p>Understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them</p> <p><b>Choices, consequences and Rewards</b></p> <p>Understand how an individual's behaviour can impact on a group</p>	<p><b>Power struggles</b></p> <p>Explain some of the ways in which one person or a group can have power over another</p> <p>Know how it can feel to be excluded or treated badly by being different in some way</p> <p><b>Understanding bullying</b></p> <p><b>Inclusion/exclusion</b></p> <p>Know some of the reasons why people use bullying behaviours</p> <p>Tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one</p> <p><b>Differences as conflict, difference as celebration</b></p> <p>Give examples of people with disabilities who lead amazing lives</p> <p>Appreciate people for who they are</p> <p><b>Empathy</b></p> <p>Explain ways in which difference can be a source of conflict and a cause for celebration</p> <p>Show empathy with people in either situation</p>	<p>talk to other people about them</p> <p>Recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations</p> <p><b>Making a difference in the world</b></p> <p>Work with other people to help make the world a better place</p> <p>Empathise with people who are suffering or who are living in difficult situations</p> <p><b>Motivation</b></p> <p>Describe some ways in which I can work with other people to help make the world a better place</p> <p>Identify why I am motivated to do this</p> <p><b>Recognising achievements</b></p> <p><b>Compliments</b></p> <p>Know what some people in my class like or admire about me and to accept their praise</p> <p>Give praise and compliments to other people when I recognise their contributions and achievements</p>	<p>Be motivated to find ways to be happy and cope with life's situations without using drugs</p> <p><b>Exploitation, including 'county lines' and gang culture</b></p> <p>Understand that some people can be exploited and made to do things that are against the law</p> <p>suggest ways that someone who is being exploited can help themselves</p> <p><b>Emotional and mental health</b></p> <p><b>Managing stress</b></p> <p>Know why some people join gangs and the risks this involves</p> <p>Know some strategies I could use to avoid being pressurised</p> <p><b>The importance of sleep</b></p> <p><b>What to do about worry.</b></p> <p>Why sleep is important.</p> <p>What are the effects of not sleeping.</p>	<p>Help myself and others when worried about a mental health problem</p> <p><b>Love and loss</b></p> <p>Understand that there are different stages of grief and that there are different types of loss that cause people to grieve</p> <p>Recognise when I am feeling those emotions and have strategies to manage them</p> <p><b>Managing feelings</b></p> <p>Recognise when people are trying to gain power or control</p> <p>Demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</p> <p><b>Power and control, Assertiveness</b></p> <p>Judge whether something online is safe and helpful for me</p> <p>Resist pressure to do something online that might hurt myself or others</p>	
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	<p>Contribute to the group and understand how we can function best as a whole</p> <p>Group dynamics</p> <p>Understand how democracy and having a voice benefits the school community</p> <p>understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself</p> <p>Democracy, having a voice</p> <p>Anti-social behaviour</p> <p>Role-modelling</p> <p><u>Changes</u></p> <p>Puberty for girls</p> <p>Puberty for boys</p> <p>To identify the changes that occur during puberty.</p> <p>To feel prepared for the changes that occur.</p>				<p>Technology safety</p> <p>Take responsibility with technology use</p> <p>Use technology positively and safely to communicate with my friends and family</p> <p>Take responsibility for my own safety and well-being</p> <p>How social medial can affect wellbeing.</p> <p>How long should you spend on social media?</p> <p>What can happen?</p>	
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