St. Mary's C.E. (A) Primary School

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Greenfield

PSHE & Citizenship Policy

Last review Autumn 2024
This policy will stand until the next review.

'We enjoy learning and achieving in a Christian environment'

Dovestone
LEARNING PARTNERSHIP

St Mary's CE (A) Primary School, Greenfield

PSHE & CITIZENSHIP POLICY 2024

Let your light shine before others,
so that they may see your good works and give glory to your Father in heaven.
Matthew 5: 14- 16

Mission Statement
'We enjoy learning and achieving in a Christian environment'

Equality Statement
This policy and procedure is subject to The Equality Act 2010, which recognises the following categories of individuals as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation and Disability.

KCSIE
This policy and procedure are subject to the statutory safeguarding and child protection guidance for schools in England, Keeping Children Safe in Education (KCSIE, DFE latest version), which outlines a child-centred and coordinated approach to safeguarding. Safeguarding and promoting the welfare of children is everyone's responsibility, and every person who comes into contact with children in whatever capacity has a role to play. They should, therefore, consider, at all times, what is in the best interests of the child and take prompt action where necessary.

Statement of Intent
At St. Mary's, children's wellbeing, happiness and safety are our first priority, and PSHE is the key vehicle through which we share this with children. We regard PSHE as an important, integral component of the whole curriculum, central to our approach and at the core of our ethos. In accordance with government guidance, the PSHE curriculum focus on developing personal attributes including kindness, integrity, generosity and honesty.

As part of our PSHE curriculum, making sure all of our children are prepared for the changes which will happen to their bodies, along with how to deal with transitions in their lives. According to government guidance, many schools are choosing to deliver RSHE as part of timetabled PSHE programme, with good outcomes. The RSHE programme is the final piece of our curriculum, intended to create fully rounded human beings (please see separate policy).

Our curriculum is broad and balanced, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children (see Expectations for Learning policy for more details)
- Prepares our children for the opportunities, responsibilities, and experience they will face in life
- Provides information about being healthy and safe: both emotionally and physically (See Safeguarding policy for details of how disclosures would be dealt with)
- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment
- The curriculum is also planned in accordance with all relevant government guidance as references in appendix 5. We aim to meet the learning objectives as set out in the

Relationships & Sex Education and Health Education (England) Regulations 2019. The overall aims of our curriculum are detailed in appendix 7.

Introduction
This policy is a statement of the aims and principles of Personal, Social and Health Education and Citizenship which has been developed through consultation with the staff, pupils (through the School Council), parents and governors of the school during the Spring Term 2020. It will be reviewed in line with the schedule in the School Development Plan and was approved by the Governing Body (see below for the date).

PSHCE:
Personal, Social, Health and Citizenship Education addresses the personal, social, health, citizenship, emotional and spiritual well-being of pupils. We seek to create a learning environment, which enables children to feel good about themselves as they grow towards adulthood.

Organisation/Provision

PSHE is delivered within a whole school approach which includes:

- Dedicated curriculum time / lessons from our school scheme (Jigsaw) and other appropriate resources
- Teaching PSHE through other curriculum areas e.g. RE, Computing
- Circle Time sessions
- Assembly program
- PSHE themed weeks & school events
- Pastoral care team
- Visiting speakers
- Access to intervention where appropriate

The curriculum is delivered by a variety of school staff including by not limited to class teachers, the pastoral team, senior leadership team and HLTAs. When appropriate opportunities are available, the curriculum will be supplemented by visitors and other external agencies to give children the highest quality provision available. It is important that visitors and external agencies do not take over this provision, as it is important a classroom teacher delivers as much content as possible, to highlight that PSHE and RSHE are things we can talk about at school. Furthermore, class teachers know their children, and will be best placed to support additional needs, or scaffold difficult and sensitive topics which may make a child feel vulnerable. Where possible, a class teacher should be the lead provider of PSHE and RSHE lessons.

At our school, we use Jigsaw, a health and wellbeing whole school approach scheme. This is supplemented with up to date resources for more difficult issues e.g. PREVENT, bullying, racism, homophobia etc. Along with the scheme, we also ensure that we incorporate and respect all social, moral, spiritual and cultural issues, encouraging our children to think about their place within Britain as citizens. We include the five British Values (democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths/beliefs) within all of our teachings to establish an effective and safe school environment. For a full list of how the scheme covers the British Values, see below.

Jigsaw provides structured lessons for each year group. The scheme is adapted by teachers to suit their class needs and to ensure age appropriateness. The scheme is progressive throughout school, showing the development in knowledge from Reception to Year 6. It also meets the needs set out in the RSHE government guidance. A full list of what is expected by the end of primary school is provided in Appendix 1 and 6. Our school skill progressions is also available in Appendix 2.
PSHE is taught as follows. Key stage 1, Lower Key stage 2 (Year 3/4) will cover four units per year. Upper Key stage 2 (Years 5/6) will cover five units per year. The units available are Healthy Me, Being Me In My World, Dreams and Goals, Celebrating Difference, Changing Me and Relationships. Across the year groups, all the units are covered. The additional units in year 5/6 allow for the coverage of more difficult and sensitive material which is not always appropriate for children in years 3 and 4. Coverage is listed in appendix 8.

In order to establish good routines and an effective learning environment, during transition and the first weeks of September every year group completes **Being Me In My World**, to establish the classroom rules, a class charter, and how they fit within the wider school society. After this, the units are chosen to link as closely as possible with the wider curriculum and needs of pupils.

Each unit is planned with age appropriate materials. This means lessons are differentiated for all pupils including those with EAL and SEND needs, to create an accessible curriculum for all. Activities are planned taking into consideration the needs of each individual class. Some pupils may require an individualised curriculum appropriate to their needs. All pupils regardless of their needs must be a part of PSHE & RSHE lessons, as it is an important part of developing healthy relationships with peers. Where possible, all pupils take part in PSHE, RSE & Health lessons within school.

Sex and Relationships Education/ Drugs Education: Please see our separate policies.

Relationships In School:

Relationships at St Mary's are based on an atmosphere of trust, care and respect for everyone. This attitude is reflected amongst our students, staff and is also expected of visitors. The ethos of our school reflects this. Children are encouraged to develop good relationships with their peers and all staff. Everyone is responsible for their own behaviour. All staff provide good role models for children and work hard to promote a safe, happy environment.

Assemblies & Whole School Celebrations

Throughout the school year, we incorporate our PSHE & RSHE into our assemblies. There are four assemblies a week in school: a celebration assembly (Monday), a PSHE / British Values assembly (Tuesday/Wednesday), and a themed assembly (Fridays.) All assemblies aim to tackle and cover issues which are important to the children. We also make an effort to instil British Values through taking part in a variety of celebrations e.g. Children In Need, Red Nose Day, Armistice Day etc. Our assemblies are non-denominational, celebrating all religions at appropriate times of year. We also have themed weeks within school, encouraging children to bring our PSHE & RSHE out of the classroom and into the wider world e.g. Peace Week, Anti-Bullying Week, Enterprise Week etc. We also include visitors from the wider community to reinforce our messages e.g. local religious leaders, charity organisations and other people of importance. To link with this, trips are arranged where possible to further reinforce our PSHE & RSHE messages. A section of our website is used to promote the community organisations who we invite into school, and sharing their message.

The Curriculum & Equalities Education

During PSHE & RSHE lessons, a variety of topics are covered. These include cross curricular themes such as healthy bodies (Science), E-Safety (Computing), tolerance and respect (RE), the effect of activity on our bodies (PE), money awareness (Maths) and many others. Where possible PSHE & RSHE Education is made cross curricular, tapping into other areas of the National Curriculum to develop a child's wider understanding.

We also cover more sensitive worldwide issues such as terrorism (See Prevent policy), mental health (see Mental Health policy) and personal well -being. During these types of topics, disclosures are possible and staff are trained on the process they must follow in school (see safeguarding policy).
When planning the curriculum, a good understanding of the backgrounds of pupils will be taken into account e.g. faith backgrounds. These will help to construct the curriculum, but not dominate or control it. Positive relationships between school and local communities will help to shape and evolve teaching, and create a constructive context for teaching within PSHE & RSHE. When teaching all these subjects, the topics that are included in core content will need to be appropriately handled, whilst still ensuring that school complies with the relevant provision of the Equality Act 2010. Teaching will reflect British Values and the law, to allow young people to clearly understand what the law allows and does not allow, and the wider legal implications of the decisions they make. It is an expectation of OFSTED that children will have learnt about all aspects covered in the equality act, and children may be questioned by inspectors on their learning. Teaching will also cover all statutory elements as listed in the National Curriculum, and other relevant guidance.

As part of the PSHE & RSHE we have a duty to discuss all nine protected characteristics in the Equality Act 2010. These are age, disability, chosen gender, marriage/civil partnership, race, religion/belief, biological sex, sexual orientation and pregnancy/maternity. Under this provision, schools cannot discriminate against pupils, staff or visitors due to these characteristics. Schools are encouraged to take positive actions, to deal with particular issues within the school environment, including ways to foster healthy relationships between peers. We weave these discussions into our Jigsaw units, teaching them as part of our wider curriculum rather than as discrete lessons. We also cover topics such as anti-bullying, racism, terrorism, online safety and safeguarding, as detailed in their own individual policies. These are also covered using the Equality Act to ensure everyone is included in the discussions.

At St Mary's, we acknowledge that physical health and mental wellbeing are interlinked, and aim to teach pupils the importance of looking after both their physical health and mental wellbeing. Pupils are encouraged to look after themselves and self-regulate their behaviours. They are taught strategies to do this and given time to apply these strategies (e.g. Go Noodle, Daily mile). Where children are struggling to do this, interventions are in place which school staff can refer pupils to. Mental health and wellbeing is overseen by the pastoral team and the member of staff in charge of wellbeing.

As part of looking after mental wellbeing, school events take place on a regular basis around wellbeing, including celebrating national and world wide events e.g. Children's Mental Health Week. Staff are aware of the policies specific to mental health in school, and include these in planning their RSHE lessons and PSHE lessons. Assemblies will also work towards promoting positive mental health. Effective teaching within school across all avenues, aims to reduce the stigma attached to health issues including mental wellbeing. They should also encourage pupils to seek support and advice as they need it. Mental wellbeing should also be a consideration when

teaching about puberty, due to increase emotional strain. Both male and female pupils should be prepared and supported through the changes they will experience.

Assessment and Recording

Children are formally assessed by staff throughout their PSHE. After each topic, assessment data is inputted into foundation data sheets, allowing for a child's progress to be monitored throughout school. During sessions, a variety of assessment methods will be used to create the widest picture of each child's understanding. The children are encouraged to reflect on their ideas and work, to become more independent and reflective learners. Recording of work in lessons will be in a form appropriate to the planned focus and will be shown in teacher planning. Evidence of PSHE will be in a variety of forms e.g. photographs as well as written work. Skills are progressive throughout school, showing the development in knowledge from Year 3 to Year 6. (Appendix 3) Staff will record and monitor children's progress using their knowledge, placing children within their year group banding. Children will be assessed against the statements provided to class teachers for each unit, with an overall judgement being made each half term for where the child should be put.
A full overview of what is expected of children by the end of Primary School, is included at the end of this document (Appendix 1, 2 and 6).

Engaging with External Agencies

At St Mary's, we engage with a variety of external agencies and visitors to support and further enhance our curriculum. They are a valuable resource to further expand our children's knowledge, and expose them to a variety of topics. Visitors and external agencies form a key part of our assembly program, with important issues and topics discussed throughout the year. External agencies should never replace a class teacher, and all content should be introduced or followed up with class teachers / school staff. Similarly, assemblies are led by school staff as well as external agencies and visitors, to reinforce that children can talk to staff in school about anything. All external agencies and visitors are thoroughly screened before they are invited into school, to ensure the safety and safeguarding of pupils while they are in school. No visitor or external agency, is left alone with a class or group of pupils, to ensure the children are safeguarded. They are also required to wear an ID badge when on site. For further information on Safeguarding, see the Safeguarding policy.

Parental Engagement

At St Mary's, we encourage parental engagement in a variety of ways. Linked to PSHE & RSHE, parents are involved in assemblies on a regular basis, so they can share in the celebrations we have in school, and also expand their own knowledge so they can answer questions asked by their children at home. We also regularly invite parents to join in workshops within school, to enable them to have a full picture of our broad, balanced and cohesive curriculum. This is to provide parents with peace of mind that what their child is accessing is age appropriate. It also allows them to answer further questions at home.

Parents are kept informed of the curriculum in each year group with a half termly newsletter and our website. This includes the children's PSHE learning for that half term. If parents have any concerns, they can request to meet with the class teacher to answer any questions or queries they have.

During Years 5 and 6 where topics may be more sensitive, teachers may decide to hold specific parental meetings, to share lessons with them ahead of time and answer questions linked to that. From September 2020, RSHE is compulsory in all primary schools. While parents will be invited to share their views, and their views will be listened to, St Mary's cannot amend/edit lessons based on individual views whereby the content of that lesson falls into the statutory national curriculum.

Citizenship: Linked to our teaching of citizenship and local community involvement and responsibility we educate pupils to understand the importance of positive social behaviour in and out of school and engage only in law abiding activities this teaching is underpinned by our school Christian ethos and community action RE units of work.

British Values: We have regular assemblies and termly lessons focussing on British Values, the school council have a strong lead on this. Focussing on:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

Pledge for Peace: We signed the Pledge to peace in 2017, this raises awareness within our school of the need for peace within our expanding community and runs alongside not only our British Values and PSHCE Programme but the Christian ethos that gives St Mary's its distinctive character.

Following the SMSC format:

To enable each child to develop a deep sense of self-worth, self-respect and social awareness, in the knowledge that we are all important as God's people.

To provide a secure, stable, supportive environment where trusting relationships are built within a Christian framework of understanding and forgiveness:

To develop skills, knowledge and understanding so that pupils;

- stay as healthy as possible;
- keep themselves and others safe;
- have worthwhile and fulfilling relationships;
- respect the differences between people;
- develop independence and responsibility;
- play an active role as members of a democratic society;
- make the most of their own and others' abilities;
- behave responsibly both in the classroom and in the wider school, respecting adults and peers;
- interact with adults and their peers confidently;
- make a positive contribution to the school, local and wider community.

Objectives

In order to achieve our aims we will:

- Have a named PSHE Co-ordinator.
- Operate a PSHE timetable, with half termly, whole school topics, following the SEAL themes. (See Appendix A)
- Follow a scheme of work established to match learning to age groups.
- (All teachers have copies)
- Use the SEAL resource (Social and Emotional Aspects of Learning) alongside the topics within the Scheme of Work. (see Appendix B for further definition of SEAL)
- Build up a collection of resources relevant to all Key Stages, and the topics covered.
- Integrate PSHE issues throughout the whole creative curriculum, including use of ICT. (See Appendix C for useful websites)
- Reflect on PSHE topics during collective worship.
- Participate in local and charity events in order to support local, national and global causes.
- Have visitors in school to highlight PSHE topics. For example, the school nurse, community police officers, charity workers, theatre/drama groups and link school visits.
- Relate SMSC with PSHCE.
- Regular assemblies for British Values and PSHCE focussed assemblies half termly.

Location of Policy

The Head teacher has a copy in the office, there is a copy in the PSHE co-ordinator file located in the class 3 cupboard, and all staff are given school policies on induction. There is also access to all policies on the staff common drive and on the school website.

Co-ordinator's Role

The co-ordinator has a certificate in PSHE and will
- Ensure there is a policy and scheme of work in place.
- Over-see the school's provision of PSHE through staff meetings and lesson observations.
- Attend networks and relevant courses
- Have responsibility for the purchase of resources and monitor their use.
- Monitor the teaching of lessons and the pupils' work.
- Promote the issues covered in PSHE and Citizenship lessons to midday supervisors in consultation with the Senior Midday Supervisor and SLT.
- Be involved in SMSC focus within school.

Links with other Policies

This policy will be implemented alongside other related policies – Spiritual development, Positive Behaviour and Anti-bullying, Drugs Education, Inclusion, Science, Physical Education, Religious Education, RSHE,SMSC and other relevant links.

School Groups and Committees

The following groups meet regularly and contribute to the decisions that affect the school and its environment and also that of the wider community.
- School Eco Council
- Saddleworth Cluster Council
- Greenfield Cluster Heads
- Saddleworth Collaborative Heads
- Resources and Premises Governors Committee

- Playground Pals
- SMSC

Equal Opportunities

We are committed to ensure the provision of relevant PSHE and Citizenship education to all children and young people, with regard to ability, social and cultural background, religion, sexual orientation, physical and emotional needs. To ensure that the school follows a consistent approach to SMSC and all relevant focusses. All staff are aware of the Restorative Approaches.

Monitoring and Evaluation:

The Scheme of Work and policy are constantly reviewed in line with the School Development Plan and including Drugs and Sex and Relationships Education.

Resources

Resources relevant to each topic and Key Stage within the PSHE Scheme of Work are kept within individual classrooms.

Signed:
Chair of Curriculum Policy and Standards Committee Date:

Last Review: Autumn 2024
Next Review Autumn 2027

Appendix 1 – Health Curriculum

By the end of primary school:

Mental wellbeing	Pupils should 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, nervousness) and scale of emotions that all humans experience in relation 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, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	Pupils should 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 and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted where and how to report concerns and get support with issues online

Physical health and fitness	Pupils should 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 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	Pupils should know • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	Pupils should know • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	Pupils should 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, including visits to the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing. • about immunisations.
Basic first aid	Pupils should know: • 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	Pupils should 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 including the key facts about the menstrual cycle.

Appendix 2 – Progression of Skills

	Autumn	Autumn	Spring	Spring	Summer	Summer
Rec	<u>Being me in my world</u> • I can recognise my role/responsibility within the classroom. • I understand my behaviour has consequences. • I have taken part in creating a charter.	<u>Celebrating Difference</u> • I can recognise different types of families. • I can explain why conflict happens. • I can explain how conflict can be resolved • I understand my own family.	<u>Dreams and Goals</u> • I understand what a dream/goal is.	<u>Healthy Me</u> • I understand how to remain fit/healthy. • I understand the key vocabulary.	<u>Relationships</u> • I can explain who is close to me and who is more distant • I can identify someone I care about	Transition
Y1/2	<u>Being me in my world</u> • I can recognise my role/responsibility within the classroom. • I understand my behaviour has consequences. • I have taken part in creating a charter.	<u>Celebrating Difference</u> • I can recognise different types of families. • I can explain why conflict happens. • I can explain how conflict can be resolved • I understand my own family.	<u>Dreams and Goals</u> • I understand what a dream/goal is.	<u>Healthy Me</u> • I understand how to remain fit/healthy. • I understand the key vocabulary.	<u>Relationships</u> • I can explain who is close to me and who is more distant • I can identify someone I care about	Transition
Year 3	<u>Being me in my world</u> • I can recognise my role/responsibility within the classroom. • I understand my behaviour has consequences. • I have taken part in creating a charter.	<u>Healthy Me</u> • I understand how to remain fit/healthy. • I understand the key vocabulary. • I can recognise what drugs are and that some are bad for me. • I am able to explain how to stay safe in some situations. • I am able to explain the basics of baby development.	<u>Dreams and Goals</u> • I understand what a dream/goal is. • I am able to explain my goals. • I can explain what may hinder me. • I can recognise other people's achievements.		<u>Celebrating Difference</u> • I can recognise different types of families. • I can explain why conflict happens. • I can explain how conflict can be resolved • I understand my own family.	
Year 4	<u>Being me in my world</u> • I can recognise and explain key vocabulary. • I understand that actions have consequences. • I understand what democracy is. • I have taken part in creating a class charter		<u>Dreams and Goals</u> • I understand what a dream/goal is. • I am able to explain my goals. • I can explain what may hinder me an suggest ways to overcome this. • I can recognise other people's achievements. • I understand what disappointment is and why it's ok.		<u>Healthy me</u> • I can recognise how to be healthy and have healthy friendships. • I can explain the affects of smoking and alcohol on my body. • I understand their own strengths and weaknesses.	<u>Relationships</u> • I can identify the web of relationships I am part of. • I can explain who is close to me and who is more distant • I can identify someone I care about • I can explain why certain people are special to me • I can tell you about someone special I no longer see *I can explain what loss means to me • I understand why and how people feel when they love a pet • I know how to show love and appreciation to people/animals who are special to me

Year 5	Being me in my world • I understand why changes happen. • I recognise my place within my country. • I understand why democracy is important. • I can take part in creating a learning charter.	Celebrating Difference • I recognise a variety of cultures. • I understand what racism is and how to combat it. • I recognise a variety of types of bullying. • I can explain how to stop/avoid bullying/being a bully.		Healthy me • I understand the affects of smoking and alcohol on my body. • I can explain the reasons people choose to smoke and drink. • I recognise what body image is. • I have an awareness of my body image and my relationship with food.	Relationships • I can explain how to develop self-esteem • I have an accurate understanding of who I am • I can recognise how to manage friendships • I can explain how to make new friends • I can explain what attraction is • i can explain why people may be attracted to others • I can explain why partners are important to people • I understand how to stay safe when communicating with friends • I can explain some of the dangers in keeping in touch with people online.	Changing me • I recognise what my self-image is. • I am aware of the changes that are happening to me. • I understand how a baby is conceived. • I can begin to think about transition to Y6.
Year 6	Being me in my world • I recognise the challenges ahead of me. • I understand what a 'global citizen' is. • I can develop my own learning charter.	Relationships • I recognise the different types of relationships. • I understand how loss can affect me. • I recognise different types of love. • I understand how to be safe online. • I recognise negative relationships.	Dreams and goals • I am able to vocalise my own goals. • I understand the steps I need to take to achieve my goals. • I recognise and celebrate my achievements. • I recognise how others have achieved.	Stress and Mindfulness • I understand what stress is. • I can recognise the signs of stress. • I understand how to deal with stress. • I can consider what makes me stressed and how it affects me.		Changing me • I am aware of my own self-image. • I understand the changes happening to me. • I am able to explain how a baby is born. • I can recognise what attraction is and the signs. • I am aware/ready for the transition to secondary school

Appendix 4 – Table to show coverage of British Values across Jigsaw units & year groups

	Democracy	**Rule of Law**	**Individual Liberty**	**Mutual Respect**	**Tolerance**
Being Me in My World	R, Y1,Y2,Y3, Y4, Y5, Y6	R, Y1,Y2,Y3, Y4, Y5, Y6	R, Y1,Y2,Y3, Y4, Y5, Y6	R, Y1,Y2,Y3, Y4, Y5, Y6	R, Y1,Y2,Y3, Y4, Y5, Y6
Celebrating Difference	R, Y1,Y2,Y3, Y4, Y5, Y6	R, Y1,Y2,Y3, Y4, Y5, Y6	Y3, Y5	Y3, Y5	Y3, Y5
Dreams and Goals	R, Y1,Y2,Y3, Y4, Y5, Y6		Y3, Y4, Y6	R, Y1,Y2,Y3, Y4, Y5, Y6	Y3, Y4, Y6
Healthy Me	Y4, Y5	Y3, Y4, Y5	R, Y1,Y2,Y3, Y4, Y5, Y6	R, Y1,Y2,Y3, Y4, Y5, Y6	Y3, Y4, Y5
Relationships	Y5, Y6	Y4, Y5, Y6	Y4, Y5, Y6	Y4, Y5, Y6	Y4, Y5, Y6
Changing Me	N/A	N/A	Y5, Y6	Y5, Y6	Y5, Y6

Appendix 5 – A list of relevant government guidance

- Relationships Education, Relationships and Sex Education and Health Education (Statutory Guidance)
- Keeping Children Safe in Education (Statutory Guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools

Appendix 6 – Relationships Education (Primary)

54. The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

55. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught 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 the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

56. Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

57. From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

58. The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

59. Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

60. A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

61. Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

62. Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils

should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

Appendix 7 – Aims of Curriculum at St Mary's

Health & Wellbeing

- Know and understand what constitutes a healthy lifestyle
- Know how to maintain physical, mental and emotional health and wellbeing
- Be aware of safety issues including how to respond in an emergency
- Know how to manage change, including puberty, transition and loss
- Encourage physical activity both in and out of school (See P.E policy for more details)

Relationships

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts
- Know how to recognise and manage emotions within a range of relationships
- Know how to recognise negative relationships, including all forms of bullying and abuse, how to help someone in this situation
- Know how to respect equality and diversity

Living in the Wider World

- Know the importance of responsible behaviours and actions
- Be responsible and independent members of the school community
- Be positive and active members of a democratic society
- Know about the importance of respecting and protecting the environment
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and wider community
- Know about where money comes from, how to manage it and the importance of keeping it safe.
- Have a basic understanding of enterprise

Appendix 8 – Units Covered at St Mary's

Term	Units
Autumn 1	Being Me In My World (Transition) Healthy Me (Autumn 1)
Autumn 2	Dreams and Goals (Autumn 2)
Spring 1	Healthy Me (Spring 1)
Spring 2	Stress & Mindfulness (Spring 2)
Summer 1	Relationships (Summer 1)
Summer 2	Changing Me (Summer 2)

Appendix 9 – British Values at St Mary's

British Values at St Mary's :

Mutual Respect

Class assemblies & production
Adults modelling behaviour
Competitive sports
PSHE / RSE Curriculum
RE lessons
Positive relationships modelled
School CLT
Sports leaders
Peace Ambassadors

Supporting charities
Assembly visitors
Parent events
Parent volunteers
E-Safety
Singing in the community
E Safety
Good work assembly
Collaborating with other schools in the cluster
Restorative practice when issues arise.
Pastoral team

Whole school focus weeks
Acknowledgement of under world issues

Tolerance of those with different faiths

RE Curriculum
PSHE/RSE curriculum
Equalities policy
Speciality lunches
Varied religious celebrations
PCSO visits
Religious leaders from varied faiths in assembly

Links with other schools
Visiting places of worship
Multicultural texts in school
Exploration of faith in topic
Assemblies include an act of worship but not designated to a faith.

Personal Responsibility and Individual Liberty

School uniform
Homework
Planners
Reading books
Online homework
PE Kits
PSHE/RSE lessons
Pupil roles in school
Understanding responsibility in school in terms of attitude to behaviour
Signing the learning agreement
Parental consultation
Pupils encouraged to make choices in a safe, supportive environment and beyond
School values are known and articulated by staff
Values are displayed in classes
E-Safety
Extra curricular choices
Competitions
Recycling bins in classes
Pupil jobs

Democracy

Pupil voice for all subjects
Elected and interviewed positions in school
Headboy/Headgirl elections
PSHE/RSE lessons linked with Jigsaw curriculum (Being Me In My World)
Following whole country democracy (Newsround)
Acknowledgement of country unde / world unde events
Visits from elected officials e.g. mayor

Rule of Law

Behaviour policy
All staff are aware of policies and use them
Reward systems & sanctions in place
Bikeability in school
PCSO visits
Fire safety visits
Road safety visits
Varied assembly visitors e.g. MPs, mayor
Links in RSE / PSHE lessons to the law
Equalities statement in school

Appendix 10 – Answering Questions

Provided here are some examples of ways questions may be answered when asked.

If a question is not necessarily suitable for the entire class – "That is a fantastic question. I'd like you to hold that thought so we can return to it later and I will answer it then."

If a member of staff does not know the answer to a question – "That is a fantastic question. I do not know the answer to it at the moment, but I will help you find the answer to it a little later."

If a member of staff is unsure how to answer a question due to it being a tricky or sensitive subject. "That is a brilliant question. I would like to give you an equally brilliant answer so let me have a think about it and I will come back to you later."

If a question is asked which may raise concerns for the member of staff. "That's an interesting question. Let me have a think about it and come back to you later." This allows time to seek advice from senior leadership / safeguarding team.

If a question relates to a personal belief or opinion. "Some people believe that…" Answers should always return to the facts. E.g. "The facts are…" "The law is…"

Appendix 11 – Agreed Definitions

Vocabulary	**Definition**
Addiction	To be addicted to a particular substance or activity
Advocate	A person who actively campaigns to end intolerance / prejudice
Ageism	Hate directed at a person because of their age
Agnostic	A person who believes in a higher power, which may not specifically be a god / goddess
Androgynous	Something which is not obviously male or female – it could be both or neither.
Anti-Catholicism	Hate directed at a person who is a follower of Catholicism
Anti-Semitism	Hostility or prejudice against Jewish people
Asexual	Someone who does not experience sexual attraction
Asexual reproduction	Only one parent is needed for asexual reproduction as the offspring is genetically identical to its parent.
Atheist	A person without any particular religious faith
Attraction	Describes the feelings you have for others which may be more than friendship.
Biological sex	Biological sex is determined by DNA, internal organs, genitalia and hormones. This is the sex you are born.
Biphobia	Hate directed at a person who is perceived to be bisexual
Bisexual / Bi	A person who is attracted to more than one gender (e.g. male and female)
Body image	This is what a person thinks about their own body.
Bullying	Consistent prejudice or abuse directed at a person, intended to cause offence/upset
Cisgender	Someone who identifies with their biological sex.
Coming out	When a person openly says they are gay/lesbian/bisexual or trans for the first time.
Culture	A way or life or set of beliefs.
Discriminate	To deliberately make rules / share opinions which are unfair to a group of people / individual.
Egg	Female reproductive DNA
Ejaculation	Sperm leaving the male genitals
Equality	When people are treated equally and fairly
E-Safety	Understanding how to keep yourself and others safe when using technology.
Feminine	Female traits
Fertilised	When male and female DNA have combined
Foetus	A fertilised egg grows into a foetus
Gay	A man who is attracted to other men / male gender identities. It can also be used by lesbian women.
Gender identity	The gender you assign yourself. This can be different from your biological sex.
Hate crime	Any crime committed against a person which is motivated by prejudice
Heterosexual / straight	Someone who is attracted to the opposite gender identity to themselves e.g. male attracted to female.
Homophobia	Hate directed at a person who is gay
Homosexual	Someone who is attracted to the same gender identity as their own e.g. male attracted to male.
Hormones	Hormones are secreted in the body and cause various changes. During puberty hormone levels change
Intersex	A person who is not specifically born male or female.
Islamophobia	Hate directed at a person who is a follower of the Islam faith
Lesbian	A woman who is attracted to other females / female gender

	identities
LGBT+	This term stands for lesbian, gay, bisexual and transgender. The plus stands for a person / group who doesn't fit within the current letters.
Masculine	Male traits
Menstruation	A monthly event which happens once girls reach puberty. Sometimes called a period.
Ovulating	When eggs are produced and leave the ovaries
Pansexual	A person who is attracted to other people not specifically of another gender e.g. they are attracted to their hearts not their parts.
Penis	The male genitals
Pregnancy	A stage in the reproductive style where a foetus grows inside the womb
Prejudice	A perceived opinion not based on fact – usually a negative opinion
Puberty	A time in life whereby your body changes from a child to an adult. It becomes possible to have children.
Racism	Prejudice or discrimination directed at someone because of their racial or ethnic group
Racist (Adjective)	A comment made against a person in prejudice or hate because of their racial or ethnic group
Racist (Noun)	A person directing hate at a person due to their race or ethnic group
Rights	Things you are entitled to (e.g. human rights, childrens rights)
Sanitary products	Used by women during their periods / menstrual cycle to maintain their hygiene.
Sexism	Hate directed at a person because of their gender / sex
Sexual reproduction	Both male and female (two DNA sources) are needed for sexual reproduction. The offspring are genetically different to the parents.
Sperm	Male reproductive DNA
Stereotype	a widely held by often oversimplified or incorrect image of what a particular type of person or thing should be.
Suicide	Choosing to end your own life
Testes	Part of the male genitalia where sperm is produced
Theist	A person who believes in the existence of a god or gods, specifically of a creator who intervene in the universe.
Transitioning	When a person begins to change their gender from their assigned biological sex, to their gender identity.
Transphobia	Hate directed at a person who is transgender / transitioning
Transvestite	A transvestite dresses as the opposite gender identity, usually in a professional sense. E.g. Drag King / Drag Queen.
Vagina	The female genital opening
Womb	A part of a female whereby a foetus grows – part of the reproductive organs
Xenophobia	Dislike of or prejudice against people from other countries