



Goostrey Community Primary School

RSHE and PHSE Policy

(PSHE -Personal, Social, Health Education and RSHE – Relationships, Sex and Health Education)

Appendix Scheme of Work Overview

Consulted with parents through the weekly newsletter summer '25

Approved Summer 2025

To be reviewed Summer 2026

INTENT

Context

PHSE

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils.

It must:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

RSHE

This policy includes our approach to Relationships and Health Education statutory (RSHE) from September 2020.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory

How does this policy inform the school's Equalities Policy?

Schools must uphold the Public Sector Equality Duty (PSED). The PSED or the Equality Act, as it is more commonly known, requires schools to eliminate discrimination; advance equality of opportunity; and foster good relationships. By

doing so, the Equality Act encourages schools to meet the diverse needs of children and to improve outcomes for all pupils regardless of background. Part of the Equality 'duty' is to teach children about rights and responsibilities, acceptance, empathy and understanding of others. The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics. We promote the principles of fairness and justice for all through the education that we provide at Goostrey.

Each member of staff involved in the delivery of Relationships and Health education, PHSE and RSHE, does so in line with the Teacher Standards and by the school's Staff Code of Conduct. For each member of staff delivering RSHE, there is an understanding that:

- Different faiths and beliefs should be tolerated and not be the cause for prejudicial or discriminatory behaviour.
- The school has duties under the Equality Act, British Values, and the Ofsted framework and must reflect British Law
- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds
- Some members of our school community will identify as LGBT+
- Families can include single-parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers, amongst other structures
- Some children may have a different structure of support around them (for example, looked after children or young carers)

What is our philosophy?

At Goostrey Community Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

In this document, RSHE is defined as 'learning about physical, moral and emotional development'. It is about understanding the importance of loving and caring relationships, the importance of a happy and safe family (the different forms this may take) marriage, stable and loving relationships, respect, love, care and responsibility.

What is our aim?

Our children are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children in our school need to know how to be safe and healthy, and how to manage their academic, personal and social lives positively. We aim to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, alongside the essential understanding of how to be healthy. We believe that the knowledge and attributes gained will support our children's wellbeing and attainment and help them to become successful and positive adults who make a meaningful contribution to society.

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover:

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic Knowledge of First Aid
- The Changing Adolescent Body (Puberty)

IMPLEMENTATION

PSHE (including RSHE) at Goostrey Community Primary School is taught through a programme compiled by the school, which we believe offers us a comprehensive, carefully thought through Scheme of Work. It offers consistency and progression to our children's learning in this vital curriculum area, as well as flexibility to respond to the needs of the children in specific cohorts.

The scheme also includes:

- The **No Outsiders** programme. to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about health-related issues. Taking place with consideration for the qualities of relationships within families. It is delivered within a clear values framework of mutual respect, rights and

responsibilities, gender equality and acceptance of diversity. Effectively delivering the objectives outlined in the Equality Act 2010.

- ***The science and P.E. curriculum as well as the E-safety scheme of work*** (taught across the school from Reception to Year 6) support the PHSE curriculum. *Health and biology teaching is part of our science scheme which is based on the national curriculum (an overview of what is taught can be found on the class pages on the School's website).*
- ***School Health*** also has an input, particularly when working with the older children before the transition to high school (specifically supporting with 'growing up talks – puberty).
- ***My Happy Mind*** programme. A mental health and well being programme specifically designed for primary children. The Mental Health Champion on staff is Mrs Cowell and there are two Mental Health First Aiders – Mrs Schurer-Lewis and Miss Atkins
- ***The PHSE scheme of work*** supports the “Personal Development” and “Behaviour and Attitude” aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.
- ***Bespoke small group work*** with specific year groups, for example, 7UP in Year 6, where they explore the transition to Year 7.
- There is a pupil ***School Council*** who meets every week with Mrs Sant and ***Wellbeing Champions*** in school who liaise with the pastoral staff member and headteacher.
- Our school website, which has information **signposting families to support** in the wider community through the family hub links and support services.

RSHE

Delivery

RSHE is usually delivered in mixed gender groups; however, there may be occasions where single gender groups are more appropriate and relevant. We teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work. We encourage the children to ask for help if they need it.

In KS1 we teach children about keeping clean, growing and changing, families and asking for help, differences between boys and girls and naming body parts. Children learn to appreciate the differences between people and how to show respect for each other.

In Key Stage 2 we teach about life processes and the main stages of life cycles, animals and plants, in greater depth.

In science lessons, in Key Stage 2, teachers inform children about body changes, personal hygiene, puberty and reproduction as part of life processes. For this aspect of the school's teaching, we follow our science scheme.

In years 5 & 6 we place a particular emphasis on health education, as many children experience puberty at this age. Teachers endeavour to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how reproduction works from a biology perspective, about the physical and emotional changes that happen during puberty, what issues may cause young people's anxiety and how they can deal with them. We always teach this with due regard for the emotional development of the children and take account of children's sexuality, disability, ethnicity and faith.

Why Parents / Carers are so important

Research shows that children and young people want to receive their initial RSHE from their parents and families, with school and other adults building on this later. Some parents may find it challenging talking with their children about RSHE topics and may lack confidence and up to date knowledge.

Teachers have a responsibility to ensure the safety and welfare of pupils and because teachers act in loco parentis, parents may need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of RSHE within the PSHE framework. Teachers and all those contributing to RSHE are expected to work within an agreed values framework as described in the school's policy which must be in line with current legislation.

Parents and Carers are the key people in:

- teaching their children about RSHE;
- maintaining the culture and ethos of the family;
- helping their children cope with the emotional and physical aspects of growing up
- preparing them for the challenges and responsibilities that sexual maturity brings.

Consulting Parents / Carers

We wish to build a positive and supportive relationship with the parents/carers of children at our school through respect, mutual understanding, trust and co-operation. In promoting this objective, we:

- Inform parents/carers about the school's RSHE Policy and practice, ensuring the policy is on the school website
- Answer any questions that parents/carers may have about the sex education (growing up talks) for their child
- Take seriously any issue that parents/carers raise with teachers or governors about this policy or the arrangements/delivery for sex education in our school in Year 6.

Parents who withdraw their children

Parents/carers have the right to request that their child be withdrawn from the Year 6 growing up talks, but not from any of the relationships and health education. If a parent wishes their child to be withdrawn from the Year 6 growing-up talks, they should discuss this with the Headteacher or class teacher. The school always complies with the wishes of the parents about their child being withdrawn from the growing-up talks in Year 6. Families are encouraged to view the materials that will be taught to alleviate concerns.

The Role of Other Members of the Community

We aim to work in partnership with other external professionals working in health and children's services, both to bring expertise into RSHE teaching/delivery and to ensure that our children have access to the correct and most up-to-date advice and support on RSHE.

Confidentiality / Safeguarding

Teachers conduct RSHE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or discloses they are likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency following procedures laid down in the School's Safeguarding Policy.

Dealing with Difficult Questions

Ground rules are essential to provide an agreed structure when answering sensitive or difficult questions. Teachers will endeavour to encourage a "culture of asking" and will answer questions as honestly as possible. However, if teachers are faced with a question they are uncomfortable answering, provision will be made to meet the individual child's needs. Correct vocabulary / terminology will be used consistently and appropriately throughout our school.

Inclusion

Teaching and resources will be adapted as appropriate to address the needs of all children so that they can have full access to the content of RSHE. Where appropriate, one-to-one provision will be made available.

Drug Education

The school does not approve of the misuse of drugs and alcohol by its members, nor the illegal distribution of these substances. The school is committed to the health and safety of its members and will act to safeguard their well-being.

The school acknowledges the need to be aware and sensitive to the fact that some children may be living with drug using parents/carers.

In response to shared concerns at a local and national level, we wish to state that as part of its care for the welfare of its pupils, the school believes it has a duty to inform and educate young people on the consequences of drug, alcohol and substance use and misuse. The school takes pro-active stance on this matter, believing that health education is a vital part of the Personal, Social and Health Education of every pupil.

Fundamental to our school's values and practice is the principle of sharing the responsibility for education of young people with parents/carers, by keeping them informed and involved at all times. Effective communication and co-operation is essential to the successful implementation of this policy.

Aims

We believe and support the following educational aims in respect of substance use and misuse:

- To enable pupils to make healthy, informed choices by increasing knowledge, challenging attitudes and potential peer pressure in the future.
- To provide accurate information about substances
- To increase understanding about the implications and possible consequences of use and misuse
- To encourage an understanding of those experiencing or likely to experience substance use
- To widen understanding about related health and social issues
- To seek to minimise the risks that users and potential users face
- To enable young people to identify sources of appropriate personal support
- To provide support and up-to-date information to parents when required

Implementation

- These aims are fulfilled through aspects of the pupil's experiences in the taught curriculum, the informal curriculum and through opportunities for extra-curricular activities.
- At present, there are science topics in Years 2 and 6 that specifically look at drug education. In Year 2, children look at what is meant by 'prescribed drugs' and in Year 6, the focus is very much on awareness of the different type of drugs and their ill effects.
- Any drug education outside of these year groups will be taught if required and delivered by the most appropriate people.
- **Guidance**
- The drug education curriculum will be the responsibility of the class teacher and be overseen by the Curriculum Co-ordinator and Head teacher.
- Support will be provided through external agencies such as the LA, Police and School Health team.
- **Use of Visitors and Outside Speakers**
- If there is a serious issue concerning drug/alcohol/substance misuse within the school community, affecting our pupils, then we will look to get advice and guidance from trained staff. This should avoid inconsistent messages and will allow for the most appropriate level of response to questions and comments.

PHSE

How are the needs of SEND Pupils met?

These lessons need to be accessible to all pupils, including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying, which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning.

How does PHSE meet our duty to promote British Values?

English schools have a duty to promote the spiritual, moral, social and cultural (SMSC) development of their pupils, including understanding British values. The requirement to develop children's spiritual, moral, social and cultural understanding is set out in the Education Act (2002). In 2014, additional guidance was published for schools with regards to teaching British values. Guidance states that schools should promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance, and makes it clear that children should learn about discrimination and how to combat it. As previously shown in our scheme of work, units include teaching children about acceptance, empathy, prejudice and discrimination (particularly through the *No Outsiders* Scheme), and the rights and responsibilities they have as UK and global citizens (through *Living in the Wider World*).

How will this policy safeguard pupils and deal with bullying?

Schools have a legal obligation to safeguard their pupils. In England, further legally binding safeguarding guidance was released to schools in September 2018. This establishes that schools must protect all children from physical and emotional abuse, including bullying on and offline, and abuse that could happen from an adult or from other children.

Teaching children to accept that there is a whole range of differences in people helps combat stigma, discrimination and bullying. Children also need to be taught how to access help if they are involved in a bullying or abusive situation.

The No Outsiders units of work teach children why bullying can happen and why it is unfair, how to recognise a bullying/ abusive situation and how to get help. Within this work, children discuss a wide range of reasons why some people are bullied, or become bullies, and this includes some discussion around name-calling, which includes the inappropriate use of words such as 'gay' and 'lesbian' as an insult towards another person. Anti-bullying guidance issued to schools in 2016 makes it clear that any bullying work should include teaching children why inappropriate use of these words is wrong and homophobic.

How is pupil confidentiality supported?

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so. The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's safeguarding policy, agreed procedure for recording and reporting disclosures and the nature of access to this information.

If staff have any concerns about responses from children, they are to record these on CPOMS.

What are the Teachers' Responsibilities?

To reassure parents/carers and pupils that the personal beliefs and attitudes of teachers will not influence the teaching of RSHE, all those contributing to the programme.

How will staff be trained?

It is important that staff delivering PHSE and RSHE work within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective lessons, adapting where necessary. Continuing professional development will be provided through a range of options: individual study and development, in-house CPD and external training courses.

Training could include:

- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their learning
- Managing sensitive issues

IMPACT

How will PHSE & RSHE be monitored and assessed?

The PHSE co-ordinator will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Recommending targets for whole school development

- Monitoring the PHSE class books (class books where a lot of the experiences, work and responses of the classes are recorded – these books move with the cohort and are on display in both the infant and junior entrances.

The programme will be reviewed year on year and take into account updates from the government as well as the Health Education Partnership.

Appendix

Organisation of the PHSE programme

PHSE is taught at Goostrey through three strands.

Health and Well-being

(Including mental, child-on-child abuse and emotional well-being)

Relationships

(Through the No Outsiders curriculum)

Living in The Wider World

(Specific lessons and 5 minutes a day – this is also linked to daily collective reflection)

PHSE themes are also explored through other subjects in the curriculum, for example, computing, science, P.E., as well as through school assemblies, class discussions,
7 Up and 5 minutes a day.

Every half term, there are specific sessions in each of the classes relating to

- 1 - No Outsiders book and subsequent session(s)
- 1 – focused session(s) on mental health, child-on-child abuse and emotional well-being
- 1 – focused session(s) on Living in the Wider World – this can be a follow-up from 5 mins a day or objective-specific tasks.
- Weekly reflection sheets for the older children

School Curriculum Overview

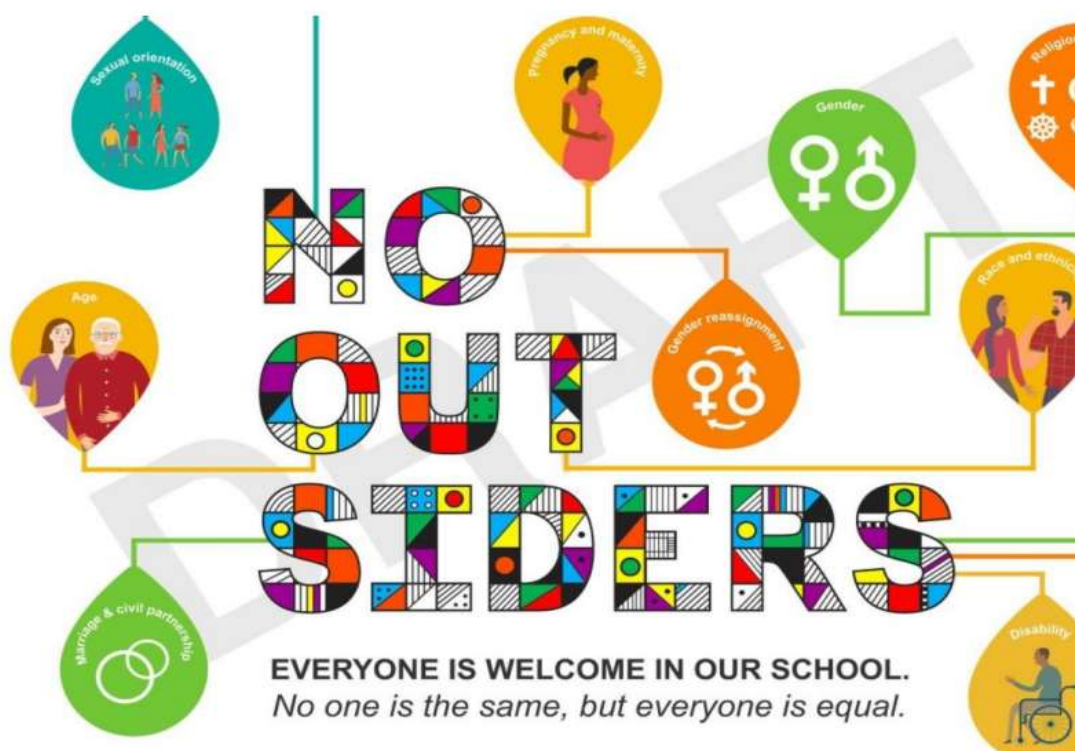
NO OUTSIDERS – BOOK LIST

Rather than separating the characteristics of the Equality Act 2010 and using books to specifically teach about religion, gender or disability, the books in this resource focus on diversity as a whole.

	Book	Theme
EY	You Choose – Nick Sharratt Red Rockets and Rainbow Jelly – Sue Heap Hello, Hello – Brendan Wenzel The Family Book – Todd Parr Mommy, Mama and Me – Lesley Newman Blue Chameleon – Emily Gravett	To choose what I like. It's OK to like different things. To say 'hello'. All families are different. To celebrate my family. To make a new friend.
Y1	Elmer – David McKee Going To The Volcano – Andy Stanton Want To Play Trucks? – Ann Stott and Bob Graham Hair, It's A Family Affair – Mylo Freeman My World, Your World – Melanie Walsh Errol's Garden – Gillian Hibbs <i>Ten Little Pirates – Mike Brownlow</i> <i>My Granpa Is Amazing – Nick Butterworth</i> <i>Max The Champion – Max Stockdale</i>	I like the way I am. To join in. To find ways to play together. Proud to be me. I share the world with many people. To work together. <i>To play with boys and girls.</i> <i>Recognise people are different ages.</i> <i>Our bodies work in different ways.</i>
Y2	Can't I Join Your Club – John Kelly and Steph Laberis How To Be A Lion – Ed Vere The Great Big Book Of Families – Mary Hoffman Amazing – Steve Antony What The Jackdaw Saw – Julia Donaldson All Are Welcome – Alexandra Penfold <i>Just Because – Rebecca Elliot</i> <i>The Odd Egg – Emily Gravett</i>	To welcome different people. To have self-confidence. To understand what diversity is. What makes a good friend. To communicate in different ways. To know I belong. <i>To feel proud of being different.</i> <i>Understand what makes people proud.</i>
Y3	This Is Our House – Michael Rosen We're All Wonders – R.J. Palacio Beegu – Alexis Deacon The Truth About Old People – Elina Ellis The Hueys In The New Jumper – Oliver Jeffers Planet Omar: Accidental Trouble Magnet – Zanib Mian <i>Oliver – Birgitta Sif</i>	Understand what discrimination means. Understand what a by-stander is. To be welcoming. To recognise a stereotype. To recognise and help an outsider. To consider living in Britain today. <i>How difference can affect someone.</i>
Y4	Along Came A Different – Tom McLaughlin Dogs Don't Do Ballet – Anna Kemp and Sarah Oglivie Red: A Crayon's Story – Michael Hall Aalfred and Aalbert – Morag Hood When Sadness Comes To Call – Eva Eland Julian Is A Mermaid – Jessica Love <i>King and King – Linda de Hann and Stern Nijland</i> <i>The Way Back Home – Oliver Jeffers</i>	To help someone accept difference. To choose when to be assertive. To be proud of who I am. To find common ground. To look after my mental health. To show acceptance. <i>Why people choose to get married.</i> <i>To overcome language as a barrier.</i>
Y5	Kenny Lives With Erica and Martina – Olly Pike Rose Blanche – Ian McEwan and Roberto Innocenti Mixed – Arree Chung How To Heal A broken Wing – Bob Graham The Girls – Lauren Lee and Jenny Lovlie And Tango Makes Three – Justin Richardson <i>The Artist Who Painted A Blue Horse – Eric Carle</i>	To consider consequences. To justify my actions. Consider responses to racist behaviour. Recognise when someone needs help. To explore friendship. Express an opinion. <i>Art can demonstrate freedom.</i>

Y6	King of The Sky – Nicola Davies The Only Way Is Badger – Stella J Jones Leaf – Sandra Dieckmann The Island – Armin Greder Introducing Teddy – Jessica Walton A Day In The Life Of Marlon Bundo – Marlon Bundo and Jill Twiss <i>My Princess Boy – Cheryl Kilodavis</i> <i>The Whisperer – Nick Butterworth</i> <i>Love You Forever – Robert Munsch</i> <i>Dreams Of Freedom – Amnesty International</i>	Consider responses to immigration. Consider language & freedom of speech Overcome fears about difference. To consider causes of racism. To show acceptance. To consider democracy. <i>To promote diversity.</i> <i>To stand up to discrimination.</i> <i>Consider how life changes as you grow up.</i> <i>To recognise my freedom.</i>
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Please relate books to the mantra: **No Outsiders – Everyone is welcome in our school. No-one is the same, but everyone is equal.** Where possible relate books and activities to the relevant protected characteristic from the 2010 Equalities Act as illustrated here:



Mental Health, Emotional Well-Being and
Living in the Wider World Overview

Year Group	Mental health and emotional well being	Living in the Wider World
1	<p><i>At the beginning of each year – mind map of what Respect means – focus on children's age appropriate understanding of child on child abuse. What is respect and what does it look like? This may link with the work from 'Living in the wider world'.</i></p> <p>Mental health and emotional well being Feelings Pupils learn:</p> <ul style="list-style-type: none"> • about different types of feelings • about managing different feelings • about change or loss and how this can feel <p>My Happy Mind Programme</p>	<p>Keeping safe and managing risk: Feeling Safe People who help and don't help us Drug, alcohol and tobacco education What do we put into and on to bodies? NHS/Police Diversity and Equality Black History Month - October Inspirational Figures in modern day life</p>
2	<p><i>At the beginning of each year – mind map of what Respect means – focus on children's age appropriate understanding of child on child abuse. What is respect and what does it look like? This may link with the work from 'Living in the wider world'.</i></p> <p>Mental health and emotional well being Friendships Pupils learn:</p> <ul style="list-style-type: none"> • about the importance of special people in their lives • about making friends and who can help with friendships • about solving problems that might arise with friendships <p>My Happy Mind Programme</p>	<p>Keeping safe and managing risk: Indoors and outdoors People who help and don't help us Drug, alcohol and tobacco education Medicines and me NHS/Fire Service (link to GFof London?) Diversity and Equality Black History Month - October Inspirational Figures in modern day life</p>
3	<p><i>At the beginning of each year – mind map of what Respect means – focus on children's age appropriate understanding of peer on peer abuse. To understand the term child on child abuse. What is respect and what does it look like? This may link with the work from 'Living in the wider world'.</i></p> <p>Mental health and emotional well being Strengths and challenges Pupils learn:</p> <ul style="list-style-type: none"> • about celebrating achievements and setting personal goals • about dealing with put-downs • about positive ways to deal with set-backs <p>My Happy Mind Programme</p>	<p>Identity, society and Equality Understanding British Values Democracy Yr 3 Pupils learn:</p> <ul style="list-style-type: none"> • about Britain as a democratic society • about how laws are made • learn about the local council <p>Careers, financial capability and economic wellbeing Saving and spending Pupils learn:</p> <ul style="list-style-type: none"> • about what influences people's choices about spending and saving money

		<ul style="list-style-type: none"> • about the world of work Diversity and Equality Black History Month - October Inspirational Figures in Modern-Day Life
4	<p><i>At the beginning of each year – mind map of what Respect means – focus on children's age appropriate understanding of child on child abuse. To understand the term peer on peer abuse. What is respect and what does it look like? This may link with the work from 'Living in the wider world'.</i></p> <p>Mental health and emotional well being Managing Everyday Feelings Pupils learn:</p> <ul style="list-style-type: none"> • about the different feelings and emotions people experience; how feelings and emotions change and what helps people to feel good. • about managing feelings and emotions in different situations • about getting help, advice and support with feelings and emotion <p>My Happy Mind Programme</p> <p><u>Disrespect Nobody</u></p> <p>Children will:</p> <ul style="list-style-type: none"> • develop their understanding and recognition of healthy and unhealthy relationships • develop ways to manage and maintain healthy relationships, including online • understand where and how to seek help with managing their relationships <p>Questions to use in the classroom</p> <ul style="list-style-type: none"> • How do we know if a relationship is healthy and positive? • How does a healthy relationship make the people in the relationship feel? • How should people treat one another in a healthy relationship? • What are some ways of resolving differences in a relationship? • How would someone know if a relationship is unhealthy, or unsafe? • How might an unhealthy relationship make the people in it feel? • What can someone do if a relationship feels unhealthy or unsafe to them? • Where can someone of your age get help if they are worried about a relationship? 	Identity, society and Equality Understanding British Values Rights of the child Yr 4 Pupils learn: <ul style="list-style-type: none"> • the UN Convention on the Rights of the Child Careers, financial capability and economic wellbeing Budgeting Pupils learn: <ul style="list-style-type: none"> • how people can keep track of their money • about the world of work Diversity and Equality Black History Month – October Inspirational Figures in modern day life
5	<p><i>At the beginning of each year – mind map of what Respect means – focus on children's age appropriate understanding of child on child abuse. To understand the term peer on peer abuse. What is respect and what does it look like? This may link with the work from 'Living in the wider world'.</i></p> <p>Mental health and emotional well being</p>	Identity, society and Equality Understanding British Values Civil rights Yr 5 Pupils learn: <ul style="list-style-type: none"> • Equality and Civil rights – through history and significant figures E.g Martin Luther King, Nelson

	<p>Dealing with feelings</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about a wide range of emotions and feelings and how these are experienced in the body • about times of change and how this can make people feel • about the feelings associated with loss, grief and bereavement <p>My Happy Mind Programme</p> <p><u>Disrespect Nobody</u></p> <p>Children will:</p> <ul style="list-style-type: none"> • develop their understanding and recognition of healthy and unhealthy relationships • develop ways to manage and maintain healthy relationships, including online • understand where and how to seek help with managing their relationships <p>Questions to use in the classroom</p> <ul style="list-style-type: none"> • How do we know if a relationship is healthy and positive? • How does a healthy relationship make the people in the relationship feel? • How should people treat one another in a healthy relationship? • What are some ways of resolving differences in a relationship? • How would someone know if a relationship is unhealthy, or unsafe? • How might an unhealthy relationship make the people in it feel? • What can someone do if a relationship feels unhealthy or unsafe to them? • Where can someone of your age get help if they are worried about a relationship? 	<p>Mandela - also other significant people and events Windrush, Marcus Rashford</p> <p>Careers, financial capability and economic wellbeing</p> <p>Borrowing and earning money</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • that money can be borrowed but there are risks associated with this • what influences people's decisions about careers
6	<p><i>At the beginning of each year – mind map of what Respect means – focus on children's age appropriate understanding of child on child abuse. To understand the term peer on peer abuse. What is respect and what does it look like? This may link with the work from 'Living in the wider world'.</i></p> <p>Mental health and emotional well being</p> <p>Healthy minds</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • what mental health is • about what can affect mental health and some ways of dealing with this • about some everyday ways to look after mental health • about the stigma and discrimination that can surround mental health <p>My Happy Mind Programme</p> <p><u>Disrespect Nobody</u></p> <p>further develop their understanding of rights and responsibilities towards others within relationships • communicate their views on the qualities of healthy relationships • develop strategies to manage difficult relationship situations and resolve conflicts, including managing online contact</p>	<p>Identity, society and Equality</p> <p>Understanding British Values</p> <p>Human rights Yr 6</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about people who have moved to Cheshire from other places, (including the experience of refugees) • about human rights • about homelessness <p>Careers, financial capability and economic wellbeing</p> <p>Enterprise</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about enterprise <p>Diversity and Equality</p> <p>Black History Month - October</p> <p>Inspirational Figures in modern day life</p>

	<p>Questions to use in the classroom</p> <ul style="list-style-type: none"> • What are the qualities of a healthy relationship? • What rights and responsibilities do people have within different relationships? • How can people identify and resist unhelpful pressure and influence in a relationship? • How can people resolve upsetting relationship situations? • How can people end a relationship safely and responsibly? • Where and how can people get help for themselves or others if they think they are in an unhealthy relationship, or need help? 	
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Living In the Wider World

Focus in KS1 – Keeping Safe

Focus on KS2 - Democracy and Rights, also understanding basic finance.

Physical Health is covered within the science curriculum in KS2

Resources to support the scheme of work

<https://globaldimension.org.uk/resource/learning-about-human-rights-in-the-primary-school/> - Rights

You – Me – PHSE – Islington Council PHSE scheme of work

PHSE Association – Mental Health and Emotional Well Being lessons

Anna Freud Centre - <https://www.annafreud.org/> – Mental Health and Emotional Well Being guidance

<https://www.annafreud.org/selfcare/>

<https://www.minded.org.uk/>

<https://www.annafreud.org/coronavirus/>

<https://www.mentallyhealthyschools.org.uk/resources/>

Guidance to follow for Disrespect Nobody with junior children - [6.3003 HO Disrespect Nobody Overview Discussion Guide 8-12 Yr Olds \(pshe-association.org.uk\)](#)