

Chancellor Park Primary School



Providing an experience our children can treasure forever...

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Curriculum Statement - RSHE

Intent

At Chancellor Park Primary School, we are fully committed to developing each child's unique potential within a secure and caring environment, and RSHE forms a strong foundation for this. Through discussions and activities woven into the wider curriculum, alongside discrete assemblies and lessons, we aim to develop children's abilities to explore and deal with their feelings, form positive relationships and make constructive choices.

We believe that our children should not only reach their best academically, but also develop the life skills to leave our school as caring, considerate individuals who feel valued members of a community and know the positive contributions they can make.

At Chancellor Park our core values of Respect, Care, Confidence, Challenge and Enjoyment lie at the heart of all we do and RSHE provides opportunities for us to promote and explore the meaning of these values.

Implementation

Here at Chancellor Park we deliver a broad, balanced curriculum to meet the requirements of the National Curriculum. Many RSHE objectives are interwoven in effective teaching and learning in other subjects and some particular objectives are reinforced through units taught in science, ICT and RE. Our RSHE curriculum consists of many planned experiences both in and out of school; for example, through class lessons, whole school and key-stage linked assemblies, theme days, clubs, trips and visits, workshops, residential stays, charity and community work. The intended outcome of these activities is not only to meet the requirements of the new National Curriculum but also to develop the skills needed for learning and for life.

Here at Chancellor Park our RSHE curriculum builds on prior learning from EYFS to the end of KS2, ensuring consistency and progression across the whole school. In order to ensure that such progression and balance is maintained, we use a detailed skills progression document. A large number of objectives within this document are interwoven into daily learning activities, some are taught explicitly in a programme of assemblies split into key stage phases, and any which are specific to a particular year group are planned and taught as discrete weekly lessons, carefully tailored to meet the needs of all the children.

Impact

At Chancellor Park, our children will:

- Become fully rounded characters with a clear understanding of our core values of respect, confidence, care, challenge and enjoyment and many others. It is through such understanding of these values our children will be able to develop a character that prepares them for living in the community demonstrating tolerance and equality for all.
We measure this not just by the work our children produce, but in the behaviours we see each and every day in all our learners on the playground, in the corridor, and in the many roles and responsibilities we give them. The impact of this intention is seen in the daily interaction of all members of our school community and in many returning pupils and their contributions to society.
- Demonstrate understanding of the concepts discussed in our RSHE assemblies and lessons, and more importantly demonstrate the behaviours associated with, for example, expressing their feelings appropriately, forming positive relationships, respecting themselves and others in their community, and making constructive choices.

Skills Progression

The curriculum is intended to focus on essential core subject and skills, whilst providing a broad and balanced experience for all our children. Here at Chancellor Park we have ensured there is a detailed progression of skills for each subject from Early Years through to Upper Key Stage 2. Our Skills Progression documents show the Year group expectations in every subject and set out what will be taught in each year group based on the 2014 National Curriculum. Please see Appendix 1 for the Skills Progression document for RSHE.

Deep Dive

As part of the role of a Subject leader, knowledge of the subject throughout the school is vital. In response to this each subject leader has responded to a range of 'Deep Dive' questions. Please see Appendix 2

Assessment

Assessment for Learning is a continuous process throughout the planning, teaching and learning cycle.

Assessment is supported by the use of the following strategies:

- Children responding to verbal and written feedback
- Using differentiated, open ended questions that require children to explain and unpick their thinking
- Moderation and monitoring of outcomes of work and activities including discussions, to ensure that tasks meet the needs of different learners, with the acquisition of the skills for each topic being clearly evidenced.

At the end of each topic/term the level of attainment is identified on the Foundation tracking grid.

Each child's attainment and progress is formally reported to parents annually in the child's end of year report.

Early Years

In the Early Years Foundation Stage, RSHE is taught through the areas of PSED, Understanding of the World and Physical Development, with lots of focus on developing relationships and confidence, managing feelings and learning self-care skills.

We follow the Early Years Handbook which supports children in acquiring a succession of stepping stones that will enable them to achieve their Early Learning Goals.

Cross Curricular Links

RSHE is a subject that touches on many other areas taught in school, including science, ICT and RE, with some objectives crossing over explicitly and others interwoven into learning experiences.

For example, a link may be made to compliment both RSHE and ICT lessons to teach internet safety and making positive choices about actions online.

Cross curricular links and outcomes are identified prior to teaching on our progression document.

SMSC

Links between RSHE and SMSC are many and varied. Children develop their spiritual learning when they are encouraged to be tolerant and respectful of others' views and beliefs. They develop their moral focus through learning about rules, responsibilities and making healthy choices. They develop their social skills when they learn about relationships, communities and feelings.

Diversity

RSHE is an area of the curriculum which explicitly and implicitly promotes diversity, through specific objectives and the opportunities for discussion linked to the subject. Objectives of particular relevance include those relating to respecting and celebrating similarities and differences between people and appreciating the range of national, regional, religious and ethnic identities of people living in the UK.

Planning and resources

See Progression document. Resources vary and include stories, videos and Twinkl presentations, as well as activities.

Role of the Subject Leader

The subject leader's responsibilities are:

- To ensure a high profile of the subject.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of RSHE.
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SLT.
- To monitor planning and oversee the teaching of RSHE.
- To lead further improvement in and development of the subject as informed by effective subject **overview**.
- To ensure that RSHE has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy

Equal Opportunities

At Chancellor Park, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

Inclusion

All pupils are entitled to access the RSHE curriculum at a level appropriate to their needs. RSHE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our RSHE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those who are gifted and talented and those learning English as an additional language, and we take all reasonable steps to achieve this. To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

Role of the Governors

Governors are responsible for ensuring the effective delivery of the National Curriculum requirements in RSHE. The subject leader will ensure that the Governing Body is kept up to date with the actions and initiatives which are relevant to the subject. Regular reviews of action plans are sent to the governors throughout the year and the governors meet with subject leaders and provide link governor reports to the governing body annually.

Health and Safety

The curriculum will be delivered in a safe and healthy manner and every effort will be taken to identify risks associated with a curriculum subject/activity (such as outdoor learning opportunities) and the appropriate control measures will be implemented. Pupils will be educated about health and safety issues as and when the opportunity arises throughout the course of normal teaching.



Chancellor Park Primary School
PSHE/RSE Progression Overview



Strand	Year 1 Objectives	Year 2 Objectives	Year 3 Objectives	Year 4 Objectives	Year 5 Objectives	Year 6 Objectives
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<p style="text-align: center;">Relationships</p>	<p>about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</p> <ul style="list-style-type: none"> • the role these different people play in children's lives and how they care for them • what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • about the importance of telling someone — and how to tell them — if they are worried about something in their family 	<ul style="list-style-type: none"> • how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else 	<ul style="list-style-type: none"> • to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents • that being part of a family provides support, stability and love • about the positive aspects of being part of a family, such as spending time together and caring for each other • about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • to identify if/when something in a family might make someone upset or worried • what to do and whom to tell if family relationships are making them feel unhappy or unsafe 	<ul style="list-style-type: none"> • about the features of positive healthy friendships such as mutual respect, trust and sharing interests • strategies to build positive friendships • how to seek support with relationships if they feel lonely or excluded • how to communicate respectfully with friends when using digital devices • how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know • what to do or whom to tell if they are worried about any contact online 	<ul style="list-style-type: none"> • what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to seek support in relation to friendships 	<ul style="list-style-type: none"> • what it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone's right to be loved • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried
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	<ul style="list-style-type: none"> • about situations when someone's body or feelings might be hurt and whom to go to for help • about what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe • when it is important to ask for permission to touch others <ul style="list-style-type: none"> • how to ask for and give/not give permission 	<ul style="list-style-type: none"> • how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use 	<ul style="list-style-type: none"> • What is appropriate to share with friends, classmates, family and wider social groups including online • about what privacy and personal boundaries are, including online • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved • about bullying online, and the similarities and differences to face-to-face bullying • what to do and whom to tell if they see or experience bullying or hurtful behaviour 	<ul style="list-style-type: none"> • to differentiate between playful teasing, hurtful behaviour and bullying, including online • how to respond if they witness or experience hurtful behaviour or bullying, including online • recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • how to manage pressures associated with dares • when it is right to keep or break a confidence or share a secret • how to recognise risks online such as harmful content or contact • how people may behave differently online including pretending to be someone they are not • how to report concerns and seek help if worried or uncomfortable about someone's 	<ul style="list-style-type: none"> • to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact • how it feels in a person's mind and body when they are uncomfortable • that it is never someone's fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • whom to tell if they are concerned about unwanted physical contact 	<ul style="list-style-type: none"> • to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online 'challenges' and 'dares' • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations
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				behaviour, including online		
<ul style="list-style-type: none"> • what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns 	<ul style="list-style-type: none"> • about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views 	<ul style="list-style-type: none"> • to recognise respectful behaviours e.g. helping or including others, being responsible • how to model respectful behaviour in different situations e.g. at home, at school, online • the importance of self-respect and their right to be treated respectfully by others • what it means to treat others, and be treated, politely • the ways in which people show respect and courtesy in different cultures and in wider society 	<ul style="list-style-type: none"> • to recognise differences between people such as gender, race, faith • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • about the importance of respecting the differences and similarities between people • a vocabulary to sensitively discuss difference and include everyone 	<ul style="list-style-type: none"> • to recognise that everyone should be treated equally • why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • to identify online bullying and discrimination of groups or individuals e.g. trolling and Harassment • the impact of discrimination on individuals, groups and wider society • ways to safely challenge discrimination • how to report discrimination online 	<ul style="list-style-type: none"> • about the link between values and behaviour and how to be a positive role model • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict or Disagreements 	

Strand	Year 1 Objectives	Year 2 Objectives	Year 3 Objectives	Year 4 Objectives	Year 5 Objectives	Year 6 Objectives
<p>Living in the Wider World</p>	<p>about examples of rules in different situations, e.g. class rules, rules at home, rules outside</p> <ul style="list-style-type: none"> • that different people have different needs • how we care for people, animals and other living things in different ways • how they can look after the environment, e.g. recycling 	<p>about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</p> <ul style="list-style-type: none"> • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • to recognise that they are all equal, and ways in which they are the same and different to others in their community 	<ul style="list-style-type: none"> • the reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and laws are broken • what human rights are and how they protect people • to identify basic examples of human rights including the rights of children • about how they have rights and also responsibilities • that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn 	<ul style="list-style-type: none"> • the meaning and benefits of living in a community • to recognise that they belong to different communities as well as the school community • about the different groups that make up and contribute to a community • about the individuals and groups that help the local community, including through volunteering and work • how to show compassion towards others in need and the shared responsibilities of caring for them 	<ul style="list-style-type: none"> • about how resources are allocated and the effect this has on individuals, communities and the environment • the importance of protecting the environment and how everyday actions can either support or damage it • how to show compassion for the environment, animals and other living things • about the way that money is spent and how it affects the environment • to express their own opinions about their responsibility towards the environment 	<p>what prejudice means</p> <ul style="list-style-type: none"> • to differentiate between prejudice and discrimination • how to recognise acts of discrimination • strategies to safely respond to and challenge discrimination • how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • how stereotypes are perpetuated and how to challenge this

	<ul style="list-style-type: none"> • the ways in which people can access the internet e.g. phones, tablets, computers • to recognise the purpose and value of the internet in everyday life • to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos • that information online might not always be true 	<ul style="list-style-type: none"> • the ways in which people can access the internet e.g. phones, tablets, computers • to recognise the purpose and value of the internet in everyday life • to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos • that information online might not always be true 	<ul style="list-style-type: none"> • how the internet can be used positively for leisure, for school and for work • to recognise that images and information online can be altered or adapted and the reasons for why this happens • strategies to recognise whether something they see online is true or accurate • to evaluate whether a game is suitable to play or a website is appropriate for their age-group • to make safe, reliable choices from search results • how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication 	<ul style="list-style-type: none"> • that everything shared online has a digital footprint • that organisations can use personal information to encourage people to buy things • to recognise what online adverts look like • to compare content shared for factual purposes and for advertising • why people might choose to buy or not buy something online e.g. from seeing an advert • that search results are ordered based on the popularity of the website and that this can affect what information people access 	<ul style="list-style-type: none"> • to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise • basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased • that some media and online content promote stereotypes • how to assess which search results are more reliable than others • to recognise unsafe or suspicious content online • how devices store and share information 	<ul style="list-style-type: none"> • about the benefits of safe internet use e.g. learning, connecting and communicating • how and why images online might be manipulated, altered, or faked • how to recognise when images might have been altered • why people choose to communicate through social media and some of the risks and challenges of doing so • that social media sites have age restrictions and regulations for use • the reasons why some media and online content is not appropriate for children • how online content can be designed to manipulate people's emotions and encourage them to read or share things • about sharing things online, including rules and laws relating to this
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						<ul style="list-style-type: none">• how to recognise what is appropriate to share online• how to report inappropriate online content or contact
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	<ul style="list-style-type: none"> • about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments • how money can be kept and looked after • about getting, keeping and spending money • that people are paid money for the job they do • how to recognise the difference between needs and wants • how people make choices about spending money, including thinking about needs and wants 	<ul style="list-style-type: none"> • about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments • how money can be kept and looked after • about getting, keeping and spending money • that people are paid money for the job they do • how to recognise the difference between needs and wants • how people make choices about spending money, including thinking about needs and wants 	<ul style="list-style-type: none"> • about jobs that people may have from different sectors e.g. teachers, business • that people can have more than one job at once or over their lifetime • about common myths and gender stereotypes related to work • to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM • about some of the skills needed to do a job, such as teamwork and decision-making • to recognise their interests, skills and achievements and how these might link to future jobs • how to set goals that they would like to achieve this year e.g. learn a new hobby 	<ul style="list-style-type: none"> • how people make different spending decisions based on their budget, values and needs • how to keep track of money and why it is important to know how much is being spent • about different ways to pay for things such as cash, cards, e-payment and the reasons for using them • that how people spend money can have positive or negative effects on others e.g. charities, single use plastics 	<ul style="list-style-type: none"> • to identify jobs that they might like to do in the future • about the role ambition can play in achieving a future career • how or why someone might choose a certain career • about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • the importance of diversity and inclusion to promote people's career opportunities • about stereotyping in the workplace, its impact and how to challenge it • that there is a variety of routes into work e.g. college, apprenticeships, university, training 	<ul style="list-style-type: none"> • about the role that money plays in people's lives, attitudes towards it and what influences decisions about money • about value for money and how to judge if something is value for money • how companies encourage customers to buy things and why it is important to be a critical consumer • how having or not having money can impact on a person's emotions, health and wellbeing • about common risks associated with money, including debt, fraud and gambling • how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk • how to get help if they are concerned about
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							gambling or other financial risks
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	Year 1 Objectives	Year 2 Objectives	Year 3 Objectives	Year 4 Objectives	Year 5 Objectives	Year 6 Objectives
Health and Well being	<ul style="list-style-type: none"> • what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun 	<ul style="list-style-type: none"> • about routines and habits for maintaining good physical and mental health • why sleep and rest are important for growing and keeping healthy • that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies • the importance of, and routines for, brushing teeth and visiting the dentist • about food and drink that affect dental health • how to describe and share a range of feelings • ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • how to manage big feelings including those associated with change, loss and 	<ul style="list-style-type: none"> • about the choices that people make in daily life that could affect their health • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle • what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • that regular exercise such as walking or cycling has positive benefits for their mental and physical health 	<ul style="list-style-type: none"> • to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally • what good physical health means and how to recognise early signs of physical illness • that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary • how to maintain oral hygiene and dental health, including how to brush and floss correctly • the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health 	<ul style="list-style-type: none"> • how sleep contributes to a healthy lifestyle • healthy sleep strategies and how to maintain them • about the benefits of being outdoors and in the sun for physical and mental health • how to manage risk in relation to sun exposure, including skin damage and heat Stroke • how medicines can contribute to health and how allergies can be managed • that some diseases can be prevented by vaccinations and immunisations • that bacteria and viruses can affect health • how they can prevent the spread of bacteria and viruses with everyday hygiene routines 	<ul style="list-style-type: none"> • that mental health is just as important as physical health and that both need looking after • to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • positive strategies for managing feelings • that there are situations when someone may experience mixed or conflicting feelings • how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available • identify where they and others can ask for help and support with mental wellbeing in and outside school • the importance of asking for support from a trusted adult • about the changes that may occur in life including death, and how these can cause conflicting feelings • that changes can mean people experience feelings of loss or grief • about the process of grieving and how grief can be expressed

		<p>bereavement</p> <ul style="list-style-type: none"> • when and how to ask for help, and how to help others, with their feelings 	<ul style="list-style-type: none"> • about the things that affect feelings both positively and negatively • strategies to identify and talk about their feelings • about some of the different ways people express feelings e.g. words, actions, body language • to recognise how feelings can change overtime and become more or less powerful 		<ul style="list-style-type: none"> • to recognise the shared responsibility of keeping a clean environment 	<ul style="list-style-type: none"> • about strategies that can help someone cope with the feelings associated with change or loss • to identify how to ask for help and support with loss, grief or other aspects of change • how balancing time online with other activities helps to maintain their health and wellbeing • strategies to manage time spent online and foster positive habits e.g. switching phone off at night • what to do and whom to tell if they are frightened or worried about something they have seen online
<ul style="list-style-type: none"> • to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others 	<ul style="list-style-type: none"> • about the human life cycle and how people grow from young to old • how our needs and bodies change as we grow up • to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) • about change as people grow up, including new opportunities and responsibilities 	<ul style="list-style-type: none"> • that everyone is an individual and has unique and valuable contributions to make • to recognise how strengths and interests form part of a person's identity • how to identify their own personal strengths and interests and what they're proud of (in school, out of school) • to recognise common challenges to self -worth e.g. finding school work difficult, 	<ul style="list-style-type: none"> • how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene 	<ul style="list-style-type: none"> • about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • that for some people their gender identity does not correspond with their biological sex • how to recognise, respect and express their individuality and personal qualities • ways to boost their mood and improve emotional wellbeing 	<ul style="list-style-type: none"> • to recognise some of the changes as they grow up e.g. increasing independence • about what being more independent might be like, including how it may feel • about the transition to secondary school and how this may affect their feelings • about how relationships may change as they grow up or move to secondary school • practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school • identify the links between love, committed relationships and conception • what sexual intercourse is, and how it can be one part of an intimate relationship 	

<ul style="list-style-type: none"> • how feelings can affect how people behave 	<ul style="list-style-type: none"> • preparing to move to a new class and setting goals for next year 	<p>friendship issues</p> <ul style="list-style-type: none"> • basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again 	<p>routines during puberty including washing regularly and using deodorant</p> <ul style="list-style-type: none"> • how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty 	<ul style="list-style-type: none"> • about the link between participating in interests, hobbies and community groups and mental wellbeing 	<p>between consenting adults</p> <ul style="list-style-type: none"> • how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • that pregnancy can be prevented with contraception² • about the responsibilities of being a parent or carer and how having a baby changes someone's life
<ul style="list-style-type: none"> • how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online • whom to tell if they see something online that makes them feel unhappy, worried, or scared 	<ul style="list-style-type: none"> • how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines • how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger • how to help keep themselves safe at home 	<ul style="list-style-type: none"> • how to identify typical hazards at home and in school • how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • about fire safety at home including the need for smoke alarms • the importance of following safety rules from parents and other adults • how to help keep themselves safe in the local environment or unfamiliar places, 	<ul style="list-style-type: none"> • the importance of taking medicines correctly and using household products safely • to recognise what is meant by a 'drug' • that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing • to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects • to identify some of the risks associated with 	<ul style="list-style-type: none"> • to identify when situations are becoming risky, unsafe or an emergency • to identify occasions where they can help take responsibility for their own safety • to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • how to deal with common injuries using basic first aid techniques • how to respond in an emergency, including when and how to contact different emergency services 	<ul style="list-style-type: none"> • how to protect personal information online • to identify potential risks of personal information being misused • strategies for dealing with requests for personal information or images of themselves • to identify types of images that are appropriate to share with others and those which might not be appropriate • that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be • what to do if they take, share or come across an image which may upset, hurt or embarrass them or others • how to report the misuse of personal information or sharing of upsetting content/ images online

		<p>in relation to electrical appliances, fire safety and medicines/household products</p> <ul style="list-style-type: none"> • about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel • how to respond if there is an accident and someone is hurt • about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say 	<p>including road, rail, water and firework safety</p>	<p>drugs common to everyday life</p> <ul style="list-style-type: none"> • that for some people using drugs can become a habit which is difficult to break • how to ask for help or advice 	<ul style="list-style-type: none"> • that female genital mutilation (FGM) is against British law¹ • what to do and whom to tell if they think they or someone they know might be at risk of FGM 	<ul style="list-style-type: none"> • about the different age rating systems for social media, T.V, films, games and online gaming • why age restrictions are important and how they help people make safe decisions about what to watch, use or play • about the risks and effects of different drugs • about the laws relating to drugs common to everyday life and illegal drugs • to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs • about the organisations where people can get help and support concerning drug use • how to ask for help if they have concerns about drug use • about mixed messages in the media relating to drug use and how they might influence opinions and decisions
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Appendix 2 Deep Dive Questions and Answers

Deep dive checklist RSHE

1) How have you designed your curriculum?

The curriculum has been designed to teach a broad range of PSHE concepts. We have included a set of ongoing core skills which will be taught throughout the year across the school as part of our wider curriculum. We have then broken down the rest of the objectives into specific areas including Living in the Wider World, Relationships, Health and Wellbeing, and Sex Education.

2) What are you trying to achieve in your curriculum?

We are trying to deliver a broad spectrum of objectives within our PSHE curriculum. The children will be learning to reflect on and manage their feelings, to work with and be considerate of others, to make choices and assess risks. They will learn about rules, rights and responsibilities, and about their place in communities, as well as the roles of others. They will know how to recognise and develop positive relationships. Children will learn how to make healthy choices and how to keep safe. All of our PSHE curriculum relates strongly to the core values of Respect, Challenge, Confidence, Care and Enjoyment which underpin all aspects of life at Chancellor Park. We also aim to give children a strong foundation to be confident, healthy and emotionally stable members of society when they grow up.

3) What are your aims for this subject in the school?

By the time the children leave our school we would like them to be equipped to go on to be confident, healthy young adults with an awareness of their rights and responsibilities. While the children are part of our school community we aim to give them a strong sense of belonging and sharing the same set of core values and beliefs. We want them to learn to value and respect themselves and others.

Our PSHE curriculum is strongly related to our work to promote children's Spiritual, Moral, Cultural and Cultural development including the promotion of core British Values. We also aim to maintain high standards of behaviour and attitude throughout the school in part through our emphasis on PHSE objectives.

4) What schemes do you follow?

We will be following the Twinkl planning documents and materials for many of those lessons taught in class to specific year groups. We will also use a mixture of these materials and our own resources to present a series of assemblies, both whole school and KS1, Lower and Upper KS2 depending on where objectives can be seen to overlap for different year-groups.

5) Why is this subject taught in this way?

We will be teaching PSHE in this way to enable the children to leave our school and have the foundations to live happy, healthy lives equipped with a range of core skills and values. We have chosen to teach some objectives within classes and some as part of a program of assemblies in order to reflect the large number of objectives and the facts that many are relevant to a wide range of year groups.

6) How do children progress in this subject over their time at the school? (Remembering that progress is knowing more, remembering more and being able to do more.)

Progression is measured using our progression document. The objectives become increasingly more complex as the years go on. We will ensure that lessons and assemblies are tailored to the particular objectives for each year group by teaching skills specific to particular year groups discreetly in class and joining Key Stage 1 classes, for example, where appropriate and where objectives overlap. Whole school assemblies will include differentiated materials and questioning.

7) How do you ensure that subject knowledge is retained?

Each lesson will build upon previous knowledge. The same programs will be used from Year R – Year 6 and they will become increasingly more complex and less scaffolded as times goes on. Lessons begin with a short recap of concepts already covered.

8) How do you ensure that pupils with SEND benefit from the curriculum in this subject? Are expectations high enough?

An inclusive approach to PSHE should ensure an appropriate balance within the curriculum. For some pupils with SEND, the objectives and values which we promote here at Chancellor Park will be a specific part of their individual learning plans. Particular attention should be paid to ensuring that pupils who are more vulnerable because of SEND have a secure understanding of how to keep themselves safe and assess risks.

9) What do curriculum leaders expect that inspectors will see when they visit lessons and speak to pupils?

Inspectors should see the children engaged in the lesson or assembly. It will be inclusive of all children, no matter what their needs are. Most of the time the lessons or assemblies will include some practical element and engaging visual materials. Pupils should demonstrate an excellent understanding of both our Core Values as a school and the particular concept being taught in the lesson, as well as how it relates to their own behaviour.

10) How are misconceptions addressed in the subject?

Misconceptions should be spotted and addressed early. Discussions around the concepts of PSHE tend to arise often in classrooms and do not always need to be limited to specific lessons and assemblies – if an issue arises in class teachers should take opportunities to create discussions and develop appropriate values. If there is a common misconception across the whole class, the teacher can spend the plenary or the beginning of the next lesson addressing these misconceptions.

11) How does this subject link in other curriculum areas?

There is a lot of links with other areas, including perhaps most importantly with SMSC. Links can and should also be made to the teaching of RE, Science, ICT and maths (when teaching money). We have highlighted all of these cross curricular links on our progression document and use this as a way to address objectives in a cross-curricular, joined up manner.

12) How do you support staff? How do you avoid unnecessary workload?

Planning is available for each lesson on the Twinkl platform. There are a wealth of resources which can be accessed using this website. Teachers will be supporting each other by the shared responsibility of joint assemblies. The progression document has been written in

such a way that objectives are often taught in tandem with other subjects to create a cross - curricular and more manageable approach.