

# **Personal, Social Health & Economic Education Policy**

**(Including Relationships and  
Health Education and our  
position on Sex Education)**

*This policy is currently a draft, undergoing consultation and ratification  
and due to be implemented in September 2021.*

**HIGHTERS HEATH  
COMMUNITY SCHOOL**

March 2021

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## **1. Aims**

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

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

At Highters Heath, we believe PSHE provides pupils with a knowledge of their world – locally, nationally and globally – and gives them confidence to tackle many of the moral, social and cultural issues that are part of growing up within it. It equips pupils with the skills and knowledge needed to become healthy, independent and responsible members of the diverse society that they are part of, building their self-awareness, positive self-esteem and confidence and enabling them to progress in the following areas:

- Developing spiritually, morally, socially and culturally;
- Knowing and understanding how to make healthy lifestyle choices;
- Keeping themselves and others safe;
- Developing good relationships and respect differences between people;
- Developing independence and responsibility;
- Playing a responsible and active role in school and society;
- Understanding what is meant by ‘Democracy’ and being positive and active members of a democratic society;
- Actively promoting fundamental British Values;
- Making the most of their own abilities and appreciating those of others.
- Understanding key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

## **2. Policy Development**

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

- 1) Development and review – PSHE Lead, alongside the Pastoral Team.
- 2) Parents were given access to the policy via our school website
- 3) Ratification – once any amendments were made, the policy was shared with governors and ratified.

### 3. Statutory Requirements

We include the statutory Relationships and Health Education within our whole-school PSHE Programme. To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to our pupil's needs. The mapping document: *Jigsaw 3-11 and statutory Relationships and Health Education* (Appendix 1) shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements. This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

### 4. Curriculum

#### 4.1 Whole-school approach

We teach Personal, Social, Health and Economic Education as a whole-school approach to underpin children's development as people, and because we believe that this also supports their learning capacity. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen in Appendix 2.

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The following table gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication

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skills, bereavement and loss

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<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change
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## 4.2 Cultural PSHE

The explicit Jigsaw lessons are reinforced and enhanced in many ways: in addition to class teachers delivering weekly lessons to their own classes, many elements of PSHE permeate all aspects of school life and are very much part of our 'Highters Heath culture' (See Appendix 3 'Cultural PSHE'). Pupils are encouraged to take part in a wide range of activities and experiences across school and beyond the curriculum, contributing to the life of their school and communities.

## 5. Delivery

At Highters Heath we allocate time to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. In addition, opportunities to teach PSHE are taken throughout the day when teaching other National Curriculum subjects. For example, biological aspects of statutory RHE are taught within the science curriculum and other aspects are included in Religious Education (RE). Teachers may also, when adapting to the needs of their class, identify a time outside of allocated PSHE teaching to draw upon a relevant or prominent element of the curriculum.

Whole school assemblies provide opportunities to enhance pupil's spiritual, moral, social and cultural development, promoting and celebrating the school's values and achievements. Assemblies also introduce each Jigsaw Puzzle Piece (unit) at the beginning of each half term, generating a whole-school focus.

### 5.1 Relationships Education

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

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education (Appendix 1).

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw: e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the

children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

## **5.2 Health Education**

### ***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 First Aid', 'Changing adolescent body'. The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education (Appendix 1). It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the 'Calm Me' time, social skills are grown every lesson through the 'Connect Us' activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand; in Jigsaw this is taught as part of the Changing Me Puzzle (unit). Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

## **5.3 Provision for Pubertal Pupils**

Supplies of sanitary protection will be available from the staff room. Children will be able to speak to any member of staff they feel comfortable with to access supplies. A sanitary disposal unit is available in the KS2 toilets.

## **5.4 Questions**

The school aims to support and encourage children in asking for help, therefore all questions will be answered appropriately within the following framework:

- Correct and appropriate terminology will be used. The use of correct terminology will be encouraged throughout the school.
- It is inappropriate for both teachers and children to answer personal questions.
- Staff are encouraged to answer questions but will use their professional judgement to decide whether an appropriate response should be given in a whole class situation or referred to home.
- Question boxes will be used within lessons which are part of the 'Changing Me' puzzle.

## **5.5 Sex Education**

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'. Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At Highters Heath, when referring to the teaching of sex education, we are referring to the biological aspects of reproduction only. We believe children should understand the facts about human reproduction before they leave primary school. We teach this following the Jigsaw guidance as part of the Year 6 Summer 2 unit, Changing Me.

## **6. Parental right to request their child be excused from Sex Education**

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education." DfE Guidance p.17

At Highters Heath Community School puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). Sex education at Highters Heath refers solely to the biological aspects of human reproduction, and these are always taught in a scientific and age-appropriate way. We therefore inform parents of their right to request their child be withdrawn only from the PSHE lesson that explicitly teaches human reproduction:  
**Year 6, Lesson 4 (Conception, birth)**

The school will inform parents of this right by a letter sent home during Summer Term 1, prior to the Changing Me unit being taught; this will explain the statutory and non-statutory content of the PSHE lessons. For all other year groups parents will be informed via letter of the statutory content of the Changing Me unit being taught, in order that they can discuss learning with their children should they so wish.

Copies of the lesson content will also be available to parents on request. We are of course happy to discuss the content of the curriculum, and invite parents to discuss this with the PSHE lead or the head teacher if they have any questions or concerns.

## **7. Roles and Responsibilities**

### **7.1 The Governing Body**

The Curriculum Committee of the governing body monitors this policy on an annual basis.

## **7.2 The Head Teacher**

The head teacher is responsible for managing requests to withdraw pupils from non-statutory components of RHE (see section 6)

## **7.3 Staff**

The PSHE leader is responsible for ensuring that PSHE is taught consistently across the school, delivering staff training where necessary, and ensuring that other teaching staff feel confident to deliver the PSHE curriculum.

Teaching staff are responsible for:

- Delivering the curriculum in a sensitive way
- Modelling positive attitudes
- Responding to the needs of individual pupils

Staff who have concerns about teaching any aspect of the PSHE curriculum are encouraged to discuss this with the PSHE leader.

## **8. Monitoring**

The delivery of PSHE is monitored by the PSHE lead through the following methods:

- Monitoring of work in books
- Pupil voice

Pupils' development in PSHE is monitored by class teachers as part of our internal assessment system

## **9. Equality**

This policy will inform the school's Equalities Plan.

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... at the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

We ensure that resources used to deliver PSHE. are sensitive to ethnicity, gender, sexual orientation, faith, ability and culture and do not portray stereotypical images.

Through our general routines, both in and out of the classroom, and the way in which individuals relate to each other, children are helped to form positive attitudes and values. By building positive working relationships between pupils and staff, all members of our school family are valued as individuals. Children learn the need for

good manners, self-discipline and appropriate behaviour in whatever situation they find themselves.

It is intended that the school's PSHE policy and programme will reflect the ethos of the school, by providing a secure, inclusive, non-judgemental environment in which to learn. Therefore no child or family will be discriminated against on grounds of race, religion, gender, health, ability or sexuality. The policy and content will comply with LA and government guidance.

We ensure our PSHE curriculum is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND). We foster gender equality and LGBT+ equality by making available inclusive texts. The texts cover a variety of themes including recognising that families come in a number of shapes and sizes and include same-sex parents; celebrating difference and subverting gender stereotypes; and examining gender identity. Using a P4C (Philosophy for Children) approach to examining these texts encourages children to ask questions, draw-out themes and raise issues portrayed within the stories, which provides opportunity for discussion.

These are available to pupils in class libraries and for class teachers to use during lessons, story times and assemblies. For further explanation as to how we approach LGBT relationships in the PSHE (RHE) Programme please see document: 'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

## **10. Policy Review**

This policy is reviewed annually.

Our PSHE policy is informed by existing DfE 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).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

### **Related Policies**

This P.S.H.E.E. policy is also linked to other cross curricular policies, which can be consulted for further information, including:

- Drugs Education Policy
- Drugs Incident Management Policy
- Behaviour management
- Child Protection
- Health and safety
- Equal Opportunities

**Appendix 1: Jigsaw 3-11 and statutory Relationships and Health Education Mapping Document: how does the Jigsaw SOW cover the statutory RHE guidance?**

**Relationships Education in Primary schools – DfE Guidance 2019**

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.

The guidance states that, by the end of primary school:

	<b>Pupils should know...</b>	<b>How Jigsaw provides the solution</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.</li> <li>• that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul>

	<p>religious).</p> <ul style="list-style-type: none"> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

	<p>secrets if they relate to being safe.</p> <ul style="list-style-type: none"> <li>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>	
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**Physical health and mental well-being education in Primary schools – DfE Guidance**

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	<b>Pupils should know</b>	<b>How Jigsaw provides the solution</b>
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

	<ul style="list-style-type: none"> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>• 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 well-being or ability to control their emotions (including issues arising online).</li> <li>• 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.</li> </ul>	
<p><b>Internet safety and harms</b></p>	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul>

	<p>electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <ul style="list-style-type: none"> <li>• how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>	
<p><b>Physical health and fitness</b></p>	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>

	<p>speaking to in school if they are worried about their health.</p>	
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to immunisation and vaccination</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>

	example dealing with common injuries, including head injuries.	
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Healthy Me</li> </ul>

## Appendix 2

### Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5</b> (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes <del>Inside body changes</del> Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First Impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique <del>Having a baby</del> Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys <del>Conception (including IVF)</del> Growing responsibility Coping with change Preparing for transition
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

### **Appendix 3**

#### **Cultural PSHE**

In addition to the teaching of timetabled PSHE (whether discretely or through other curriculum subjects), the personal, social and healthy development of our pupils is central to the philosophy, ethos and values at Highters Heath. Our pupils' knowledge and understanding of many of the PSHE skills is consolidated and built upon through the culture of our school community. This 'Highters Heath community' compliments our broad and balanced curriculum, and as outlined in the Education Act 2002, 'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life'.

Cultural PSHE at Highters Heath is promoted using the following approaches and learning experiences:

- Treasure Words (Highters Heath value words)
- A Restorative Justice approach (zone board, behaviour reward, classroom conferences, corridor conferences)
- Courtesy and Respect (CARROT) tokens
- Check-in
- Norms (classroom, corridor, lunch time, playground)
- Learning Mentor
- Jobs Board
- World of Work Day
- Market Week
- School Council
- Philosophy and development of effective questioning
- No Outsiders
- Whole school Assemblies

