

**PHSE Policy**

**(Personal, Social. Health, Economic Education and Citizenship Policy)**

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| Agreed by Governing Board: | Autumn 2017 |
| Reviewed: |  |
| Date of next review | Autumn 2019 |



**PSHE Personal, Social, Health and Economic Education and Citizenship Policy**

**The national context for PSHE**

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| **DFE POLICY STATEMENT: RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION, AND PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION**  Published: March 2017  “For PSHE, we are giving a power to the Secretary of State to make it statutory via regulations. Whilst we are clear that the most pressing safeguarding concerns relate to Relationships and RSE, it is evident that wider concerns about child safety and wellbeing relate to the types of life skills this subject can cover, such as understanding of the risks of drugs and alcohol, and safeguarding physical and mental health. We therefore think it is important that we have the ability to make PSHE statutory as well, subject to the outcome of thorough consideration of the subject, and careful consideration of the fit between the content of Relationships and RSE and what could be covered in the PSHE curriculum. We will ensure our work results in a clear understanding about the full set of knowledge and life skills that Relationships Education, RSE and PSHE should provide for young people to support them to be safe, healthy, happy and successful.” |

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| How can PSHE education contribute to pupil safeguarding?- PSHE Association  Safeguarding in schools is more than simply keeping pupils safe in school. We leave them vulnerable if we do not do everything we can to equip them to keep *themselves* safe in school, outside school and in the future. PSHE education lessons provide the best context for this learning, as part of a whole school approach and can contribute to safeguarding by:   * Teaching pupils about healthy relationships and helping them recognise unhealthy relationships; * Helping pupils recognise inappropriate behaviour towards them or others and to access help; * Raising pupils’ awareness of abuse, gender-related and gang violence; * Addressing gender stereotypes and challenging the negative attitudes which lead to violence and abuse; * Teaching the language, skills and strategies that enable pupils to tackle and mitigate risks to their (or others’) physical or emotional safety, including bullying, unhealthy relationships, sexual exploitation, gangs, radicalisation, drug and alcohol use and other risky behaviours; * Teaching the knowledge, understanding and skills pupils need to keep safe online; * Broadening pupils’ understanding of concepts such as consent, equality, discrimination, power and exploitation as part of a broader curriculum; * Helping pupils to support and seek help for friends who are in unsafe situations; * Helping pupils to see how their own behaviour can at times put others at risk; * Supporting the development of personal attributes such as self-esteem, resilience and self-confidence and skills such as managing risk, decision making, emergency aid. |

The Education Reform Act of 1988 requires all schools to provide a broad and balanced curriculum that:

• Promotes the spiritual, moral, social and cultural development of pupils at the school and of society; and

• Prepares pupils for the opportunities, responsibilities and experiences of adult life.

‘Every Child Matters’ requires the outcomes for our children

• be healthy

• stay safe

• enjoy and achieve

• make a positive contribution and

• achieve economic wellbeing

*"PSHE education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society."* The PSHE Association

At Banks Lane Junior School we believe that an effective PSHE and Citizenship education can:

* safeguard children by helping them to make informed choices about keeping themselves safe;
* reduce or even remove many of the barriers to children’s learning therefore improving their capacity to learn and achieve;
* make a significant contribution to our children’s spiritual, moral, social and cultural (SMSC) development, their behaviour and safety, and to our statutory responsibility to promote pupils’ wellbeing.

**Aims:**

At Banks Lane Junior School the overarching aims for PSHE and Citizenship education are to provide children with:

* Accurate and relevant knowledge;
* Opportunities to turn that knowledge into personal understanding;
* Opportunities to explore, clarify and if necessary challenge, their own and others’ values, attitudes, beliefs, rights and responsibilities;
* The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

**Teaching**

We provide PSHE and Citizenship education through a spiral programme from Year 3 to Year 6. It gradually expands and enriches key concepts, increases knowledge, deepens understanding, and rehearses and develops key skills through a thematic approach.

**Please see Appendix 1 for each Year Group’s overviews.**

There are six main areas for each term are:

1. Social, Emotional Aspects of Learning – SEAL
2. Sex and Relationships Education - SRE
3. Drugs, Alcohol and Tobacco Education – DATE
4. Healthy Lifestyles
5. Anti-Bullying Celebrating Difference – ABCD
6. Global/ Citizenship

**Links with other policies**

Please also refer to these policies:

* Inclusion
* Confidentiality
* Child Protection
* Safeguarding Children
* Bullying
* Behaviour/Growth Mindset
* Medical Needs

**The PSHE programme**

PSHE is taught within a safe and supportive learning environment through Circles and PSHE discussions in the classroom, where children and young people can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions and put what they have learned into practice in their own lives. We have agreed that it is good practice to set up ground rules at the beginning of the lesson and children are made aware of the types of questions they can ask so that nobody is made to feel embarrassed or upset. “Ask It Baskets” can be set up previously so that the teacher is aware of the type of issues that may be addressed. School Assemblies are also used as a focal point for addressing our topics.

1. **Social, Emotional Aspects of Learning – SEAL**

At Banks Lane Junior School, SEAL is a scheme of work that is used to facilitate our teaching of PSHE and Citizenship. Each term has a new theme which becomes a whole school focus. Within each theme there are suggested lesson plans and resources to support learning.

**Themes:**

* Autumn 1: New Beginnings
* Autumn 2: Getting On and Falling Out (Links with Anti-Bullying Week)
* Spring 1: Going For Goals
* Spring 2: Good to Be Me
* Summer 1: Relationships
* Summer 2: Changes

**2. Relationships and Sex Education – RSE**

We are committed to promoting a safe and healthy lifestyle. Relationships and Sex Education is not regarded as a subject in its own right, but it is part of a carefully planned element in PSHE and Citizenship education. Effective Relationship and Sex Education needs to be taught in an atmosphere of trust, responsibility and respect where sensitive issues can be discussed without embarrassment or threat.

When drawing up our scheme of work we took due regard to the Secretary of State’s ‘Sex and Relationship Education Guidance’ July 2000 Ref: DfE 0116/2000 which is a statutory duty.

In RSE we teach the children:

* The importance of family life, moral questions and relationship issues;
* The physical development of their bodies as they grow into adults and how humans reproduce;
* Respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
* Respect for the views of other people.
* What they should do if they are worried about any sexual matters, including possible abuse.

In RSE teachers need to:

* Be open and honest in answering questions, as they are in other subjects;
* Answer pupil’s questions factually in terms which are age appropriate;
* Provide materials that are age appropriate and matched to the children’s level of understanding.

**Please see Appendix 2**

**Elements of RSE Scheme of Work**

Although we are a Junior School, where learning takes place at Key Stage 2, it is important to know what learning has taken place in the previous years. The RSE subject leader works closely with Banks Lane Infant School and attends termly LA PSHE meetings with their lead person. Discussions are currently taking place about the content of the curriculum (Spring/Summer 2017). For the purposes of this document we have listed the previous stages to learning.

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| **Foundation Stage**   * Friendships   Making Friends & understanding what makes a good a friend. Working as part of a group / team. Working together – code of behaviour. How am I different / the same as other people?   * Growing up   Dressing myself/ personal hygiene. Differences between boys and girls. What is good about being a boy / girl?  **Key Stage 1**   * Feelings   Emotions and managing feelings   * Friendships   Friends, family, similarities and differences between people, people who are special to me.   * Growing up   Belonging to a group, understanding growing up from young to old, naming the external body parts, being a boy and being a girl, knowing that animals and humans reproduce.   * Safety   Saying no, having the confidence to ask for help, recognising potential risks to the safety of self and others |

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| **Key Stage 2 Themes**   * Feelings   Understanding a range of feelings and emotions, recognising and expressing emotions, other people’s feelings and managing feelings   * Friendships   Friends, strategies for dealing with friendship problems, qualities of a good friend peer pressure, family values, marriage and lifestyle choices   * Growing up   Childhood developments, human lifecycle, naming the body parts and differences between make and female, adult hood an lifestyles, understanding the processes of conception and birth, puberty and gender roles   * Safety   Identifying dangers, learn respect over their own and others bodies, saying no in difficult situations, techniques for resisting pressure. |

**Links with Science National Curriculum Statutory Requirements**

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| **Key Stage 1**  **Year 2**  Animals including humans   * Notice that animals, including humans, have offspring which grow into adults   **Key Stage 2**  **Year 5**  Animals including humans   * Describe the changes as humans develop to old age   **Year 6**  Evolution and Inheritance   * Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents |

**Parents/Carers**

Most of the children’s informal relationships and sex education occurs within the family and our programme will complement and build on this in cooperation with home. Parents/Carers have the right to withdraw their child from sex education lessons (other than sex education in the National Curriculum as part of science) but not from relationships education. If a parent/carer wishes to withdraw their child, they need to have a discussion with the Head teacher Mr Milner so that he can be made aware of the reasons and provide alternative arrangements.

We are also committed to ensuring that the education provided to pupils in Relationships Education and RSE is **appropriate to the age of pupils and their religious background**, whilst still being consistent with requirements of the Equality Act.

**3. Drugs, Alcohol and Tobacco Education – DATE**

As with RSE Drugs, Alcohol and Tobacco Education is not a subject taught in its own right. It is a carefully planned programme in the PSHE and Citizenship scheme of work.

At Banks Lane Junior School we promote a safe and supportive environment where accurate information relating to Drugs, Alcohol and Tobacco can be shared with children. As well as integrating drug issues into ongoing work in the class the teacher’s needs to use professional judgement as to the individual needs and concerns of the pupil in their class, for example where there are children from ethnic or religious backgrounds with particular sensitivities.

**Elements of DATE Scheme of Work**

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| **Foundation Stage**   * Illness   How I feel when I am ill. Who and what makes us better when we are ill. What goes into our bodies? What is safe and usage.  **Key Stage 1**   * Medicines   What is safe and unsafe to go into our bodies? What is inside our bodies? What are medicines? Using medicines safety. Rules for medicines. Where medicines should be kept. What to do when feeling ill. Keeping Safe. |
| **Key Stage 2**   * Relationships   Peer relationships. Personal safety. Medicines as drugs. Identifying dangers, safety in the home. Responsibility and respect. Role models. What is legal and illegal? Decision making. Attitudes and beliefs.   * Alcohol and tobacco   Legal drugs, peer pressure and risks. Units of alcohol in drinks. How alcohol affects people.   * Drugs   Facts and myths about drugs. Drug use and misuse in society. Legal and illegal drugs |

**Links with Science National Curriculum Statutory Requirements**

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| **Key Stage 2**  **Year 6**  Animals including humans   * Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function |

**4. Healthy Lifestyles**

At Banks Lane Junior School our PSHE and Citizenship scheme of work aims to improve the health of our community by teaching children and families, ways to establish lifelong healthy eating habits and a healthy lifestyle in general.

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| **Elements of Healthy Lifestyle Scheme of Work**  **Foundation Stage**   * Diet   Understanding the importance of a balanced diet.   * Exercise   Understand the importance of physical activity.   * Safety   Keeping safe in the sun.  **Key Stage 1**   * Diet   Understand the importance of a balanced diet and regular meals. Hygiene when preparing food. Understand the importance of a healthy diet and regular, balanced meals. Different food groups.   * Physical/ Emotional   Understand the importance of regular exercise and preventing injury. Recognising the different ways to exercise, such as skipping. Personal hygiene e.g. oral hygiene and hand washing.   * Safety   Water safety. |

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| **Key Stage 2**   * Diet   Fighting disease and improving health.   * Physical/ Emotional   Physical and mental effects of exercise. Feeling good about yourself, self-esteem and body image.   * Safety   Keeping safe on dark nights – be safe, be seen. Bonfire safety. Water Safety – Swimming. Being a safe cyclist and road safety, use of seatbelts in the car |

**Links with Science National Curriculum Statutory Requirements**

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| **Key Stage 1**  **Year 2**  Animals including humans   * Find out about and describe the basic needs of animals, including humans, for survival (water, food and air); * Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. |

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| **Key Stage 2**  **Year 3**  Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.  **Year 6**  Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. |

1. **Anti-Bullying Celebrating Difference – ABCD**

Children need to know how to protect themselves from feeling unsafe both physically and emotionally and where to turn for help. They need to know the difference between being unkind and bullying behaviours and the powerful negative effect bullying has upon well-being. The ABCD programme also introduces the diversity in society and how we can all benefit from it. It is a carefully produced scheme that promotes equality in between gender, race and disability.

**Elements in ABCD Programme**

* E-Safety
* Disability
* Homophobia
* Race

1. **Global / Citizenship**

Education for Citizenship is essential for every child in preparation for adult life and it is of paramount importance to life in a democratic society. It helps our children understand the rights, responsibilities and duties of every citizen and it promotes the fundamental British Values of:

* Democracy/ School Council Elections
* The rule of law/ School rules
* Individual liberty and mutual respect
* Tolerance of those with different faiths and beliefs/ Diversity and Prejudice

**Please refer to our ‘Promoting British Values at Banks Lane Junior School Primary School’ guidelines for more details.**

**Outside Agencies**

Outside agencies may be used to support the planned PSHE programme of study throughout the year e.g. Childline and the NSPCC.

**Safeguarding**

PSHE and Citizenship lessons allow for open and honest discussions to take place. Our Safeguarding procedures should be followed if any of these discussions raise concerns. Due to the nature of the topics covered in the PSHE programme, all teachers are made aware of the school’s guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

**Assessment**

There are no formal arrangements for assessing individual children’s progress in PSHE and Citizenship education. Within the PSHE and Citizenship schemes of work SRE, DATE and SEAL there are descriptors for each year group of what the children will know, understand and be able to do following the successful completion of work on the theme. In lessons we will measure children’s level of understanding through AfL (traffic lights, random generators and collaborative learning strategies as described in the Teaching and Learning Policy).

**Monitoring and evaluation**

The PSHE and Citizenship Lead will monitor the planning, teaching and learning of PSHE regularly. Planning will be monitored termly and observations of teaching will take place in accordance with the school’s monitoring cycle. Feedback will be given to teachers. The scheme of work and policy will also be reviewed according to the review cycle. Pupils will be asked to contribute to the value of lessons in pupil voice and school council questionnaires. Teachers are asked to contribute towards the improvement of curriculum content through termly questionnaires. Parents and governors are given termly updates in the Headteacher’s report and school weekly newsletter “The Roar”. Parents and governors have also been consulted about the content of the school’s RSE curriculum. (Spring 2017)

**Equal Opportunities**

At Banks Lane Junior School, we are an inclusive community that aims to promote, support and welcome all pupils regardless of gender, culture, race gender, ability or disability. We celebrate difference and welcome individuality. We aim to provide all pupils with all the same opportunities as others at school.

Teaching strategies will take into account the ability, age, readiness and cultural backgrounds of the students to ensure that all can access the full PSHEe provision. We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is a good vehicle for addressing both multi-cultural and gender issues and ensuring equal opportunities for all.

This policy will be reviewed every two years as part of our policy review cycle.

The member of staff responsible for overseeing and reviewing this policy is Miss Hannah Selby.

Date of policy: Oct 2017

Date for review: Oct 2019

The policy has been drawn up in consultation with all teaching staff, other school staff, parents, pupils, governors, members of the wider school community and other agencies.

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| **Appendix 1 – Banks Lane Junior School PSHE Spiral Curriculum Year 3-6** | | | | | |
| **YEAR 3 PSHE/RSE OVERVIEW** | | | | | |
| **Autumn 1**  **SEAL: New Beginnings** | **Autumn 2**  **SEAL: Getting On & Falling Out**  **(Anti Bullying Week)** | **Spring 1**  **SEAL: Going For Goals!** | **Spring 2**  **SEAL: Good To Be Me** | **Summer 1**  **SEAL: Relationships** | **Summer 2**  **SEAL: Changes** |
| **SEAL: Feeling valued.**  **The need for rules & responsibilities in society.**  **Coping with & exploring feelings.**  **RSE: Feelings and worries.**  **Safety and opinions.**  **DATE: Identify & name some feelings. Express positive qualities. Peer relationships.**  **HEALTHY LIFESTYLES: Keeping safe on dark nights – be safe, be seen.**  **Bonfire safety.**  **ABC – ANTI-BULLYING,CELEBRATING DIFFERENCE**  **E- safety** | **SEAL: Compliments & friendship skills.**  **Understanding & controlling anger.**  **RSE: How feelings affect friendships.**  **Safety and opinions.**  **DATE: Harmful aspects of some household products & medicines. Keeping safe and risks.**  **ABC – ANTI-BULLYING,CELEBRATING DIFFERENCE**  **Generic**  **GLOBAL/CITIZENSHIP: Challenging opinions in society - racism.** | **SEAL: Consequences.**  **Self as a learner.**  **Reaching / achieving goals.**  **RSE: Growing Up. Respect for others / touching.**  **DATE: Talk about & understand the role of medicine – drugs and medicines.**  **HEALTHY LIFESTYLES: Teeth- Oral hygiene and prevention of spreading germs.**  **ABC – ANTI-BULLYING,CELEBRATING DIFFERENCE**  **Disability** | **SEAL: Assertiveness**  **Understanding & managing own feelings (worries & concerns.)**  **RSE: Growing Up – Body parts.**  **DATE: Simple choices about some aspects of health and well-being.**  **ABC – ANTI-BULLYING,CELEBRATING DIFFERENCE**  **Relationships**  **GLOBAL/CITIZENSHIP: Identifying a charity and how money is used to support them (financial capability.)** | **SEAL: Managing & understanding own feelings.**  **Taking responsibility.**  **RSE: Growing Up – How young children develop /birth of a sibling.**  **DATE: Describe ways of keeping safe.**  **HEALTHY LIFESTYLES: Physical and mental effects of exercise.**  **ABC – ANTI-BULLYING,CELEBRATING DIFFERENCE**  **Relationships** | **SEAL: Belonging to a group. Understanding the importance of getting on with friends – exclusion and discrimination.**  **Dealing & coping with changes and loss.**  **RSE: Growing Up – Human life cycle stages.**  **DATE: Drugs can have positive and harmful effects.**  **ABC – ANTI-BULLYING,CELEBRATING DIFFERENCE**  **Race**  **GLOBAL/CITIZENSHIP: Household waste and recycling. Conservation and protecting the environment from harm.** |
| **Whole School Activities: Ethnic Diversity Service, Adopt a Charity, Linking with Religious Faith Organisations.**  **Cross Curricular Links: Science, RE, Mathematics, Skills for Life.** | | | | | |
| **YEAR 4 PSHE/RSE OVERVIEW** | | | | | |
| **Autumn 1**  **SEAL: New Beginnings** | **Autumn 2**  **SEAL: Getting On & Falling Out**  **(Anti Bullying Week)** | **Spring 1**  **SEAL: Going For Goals!** | **Spring 2**  **SEAL: Good To Be Me** | **Summer 1**  **SEAL: Relationships** | **Summer 2**  **SEAL: Changes** |
| **SEAL: Feeling welcomed & valued.**  **Managing & understanding own feelings.**  **RSE: Feelings & Friendship – Expressing positive & negative feelings.**  **DATE: Identify & name some feelings. Express positive and negative qualities.**  **HEALTHY LIFESTYLES: Fire Safety – Fires in the home**  **ABC – ANTI-BULLYING,CELEBRATING DIFFERENCE**  **E-safety** | **SEAL: Taking turns & working together.**  **Managing anger.**  **Seeing another point of view.**  **RSE: Feelings & Friendship- Qualities of friendship and conflict. Feeling left out.**  **DATE: Harmful aspects of some household products & medicines. Keeping safe**  **ABC – ANTI-BULLYING,CELEBRATING DIFFERENCE**  **Generic**  **GLOBAL/CITIZENSHIP: Challenging opinions in society - racism.** | **SEAL: Understanding goals & consequences.**  **Self as a learner.**  **Achieving goals – perseverance.**  **RSE: Everyone is special/ everyone is different.**  **DATE: Simple choices about some aspects of health and well-being – understand the effects of alcohol & tobacco.**  **HEALTHY LIFESTYLES: Feeling good about yourself, self-esteem and body image.**  **ABC – ANTI-BULLYING,CELEBRATING DIFFERENCE**  **Disability** | **SEAL: Assertiveness.**  **Self as a learner.**  **Coping with worries, feelings & anger.**  **Taking responsibility.**  **RSE: Growing up & safety – What is a grown up?**  **DATE: Simple choices about some aspects of health and well-being – drugs.**  **ABC – ANTI-BULLYING,CELEBRATING DIFFERENCE**  **Relationships**  **GLOBAL/CITIZENSHIP: Keeping our money safe (financial capability.)** | **SEAL: Important people. Loss and bereavement.**  **Understanding responsibility / guilt.**  **Understanding feelings.**  **RSE: Growing Up & Safety – Correct use of vocabulary.**  **DATE: Describe ways of keeping safe – safety in the home.**  **HEALTHY LIFESTYLES:**  **Road safety.**  **Rules of the Road, Use of seatbelts in the car.**  **ABC – ANTI-BULLYING,CELEBRATING DIFFERENCE**  **Relationships** | **SEAL: Belonging to a group.**  **Understanding change & responses to change.**  **Overcoming obstacles.**  **Dealing with feelings.**  **RSE: Growing Up & Safety – Similarities and differences.**  **DATE: Unwanted influences and peer pressure.**  **ABC – ANTI-BULLYING,CELEBRATING DIFFERENCE**  **Race**  **GLOBAL/CITIZENSHIP: Consequences of breaking the law and recognising and dealing with anti-social behaviour.** |
| **Whole School Activities: Ethnic Diversity Service, Adopt a Charity, Linking with Religious Faith Organisations.**  **Cross Curricular Links: Science, RE, Mathematics, Skills for Life** | | | | | |
| **YEAR 5 PSHE/RSE OVERVIEW** | | | | | |
| **Autumn 1**  **SEAL: New Beginnings** | **Autumn 2**  **SEAL: Getting On & Falling Out**  **(Anti Bullying Week)** | **Spring 1**  **SEAL: Going For Goals!** | **Spring 2**  **SEAL: Good To Be Me** | **Summer 1**  **SEAL: Relationships** | **Summer 2**  **SEAL: Changes** |
| **SEAL: Feeling welcomed & valued. Creating a community.**  **Strategies to control own feelings.**  **RSE: Feelings, Friendships & Relationships – Feelings & controlling own behaviour. Taking responsibility, understanding the concept of fairness.**  **DATE: Attitudes & values in society – attitudes, beliefs & stereotyping**  **HEALTHY LIFESTYLES: Water Safety – Swimming (Crucial Crew DVD.)**  **ABC – ANTI-BULLYING,CELEBRATING DIFFERENCE**  **E-Safety** | **SEAL: Friendships, relationships & behaviour.**  **Managing conflict and honesty.**  **Understanding & dealing with anger.**  **RSE: Feelings, Friendships & Relationships – Friendship qualities.**  **DATE: Legal & illegal substances and drugs.**  **ABC – ANTI-BULLYING,CELEBRATING DIFFERENCE**  **Generic**  **GLOBAL/CITIZENSHIP: Keeping your money safe (financial capability.)** | **SEAL: Being an effective learner.**  **Setting goals / challenges.**  **Self as a learner.**  **RSE: Feelings, Friendships & Relationships – Peer pressure. Understanding what a healthy relationship is.**  **DATE: Make own judgements & decisions – resisting negative peer pressure. Risk taking and making own judgements.**  **HEALTHY LIFESTYLES: Water Safety – Swimming (Crucial Crew DVD.)**  **ABC – ANTI-BULLYING,CELEBRATING DIFFERENCE**  **Disability** | **SEAL: Understanding & managing own feelings. Bereavement and loss.**  **Strategies to cope with disagreements.**  **RSE: Families & Safety - exploring media information/role models.**  **DATE: Express own views & respect others.**  **ABC – ANTI-BULLYING,CELEBRATING DIFFERENCE**  **Relationships**  **GLOBAL/CITIZENSHIP: Exploring the greenhouse effect.** | **SEAL: Friendship & Stereotypes.**  **Managing feelings & Understanding embarrassment.**  **RSE: Growing Up – Puberty & Personal Hygiene. Confidentiality and understanding why ground rules are set.**  **DATE: Legal & illegal substances & their effects.**  **HEALTHY LIFESTYLES: Being a safe cyclist and road safety, use of seatbelts in the car (Crucial Crew DVD).**  **ABC – ANTI-BULLYING,CELEBRATING DIFFERENCE**  **Relationships** | **SEAL: Insecurities around change.**  **Feelings & responses to change.**  **RSE: Growing Up – Names & functions of Body parts and how a baby is made.**  **DATE: Alcohol units and basic first aid.**  **ABC – ANTI-BULLYING,CELEBRATING DIFFERENCE**  **Race**  **GLOBAL/CITIZENSHIP: Community Cohesion.** |
| **Whole School Activities: Ethnic Diversity Service, Adopt a Charity, Linking with Religious Faith Organisations.**  **Cross Curricular Links: Science, RE, Mathematics, Skills for Life.** | | | | | |
| **YEAR 6 PSHE/RSE OVERVIEW** | | | | | |
| **Autumn 1**  **SEAL: New Beginnings** | **Autumn 2**  **SEAL: Getting On & Falling Out**  **(Anti Bullying Week)** | **Spring 1**  **SEAL: Going For Goals!** | **Spring 2**  **SEAL: Good To Be Me** | **Summer 1**  **SEAL: Relationships** | **Summer 2**  **SEAL: Changes** |
| **SEAL:Feeling welcomed & valued. Creating a community.**  **Strategies to control own feelings.**  **Understanding new situations/transitions.**  **RSE: Feelings, Friendships & Relationships- Strong Feelings, Attraction & Love.**  **DATE: Attitudes & values in society – attitudes, beliefs & stereotyping.**  **HEALTHY LIFESTYLES: Importance of personal hygiene.**  **ABC – ANTI-BULLYING,CELEBRATING DIFFERENCE**  **E-safety** | **SEAL: Friendships & Relationships**  **Working in a group – conflict resolution.**  **Understanding & dealing with anger.**  **Seeing another perspective.**  **RSE: Feelings, Friendships & Relationships – Friendships and Diverse Families. Marriage.**  **DATE: Positive ways to face new challenges i.e. transition.**  **Recognising the need to ask for help. First Aid.**  **ABC – ANTI-BULLYING,CELEBRATING DIFFERENCE**  **Generic**  **GLOBAL/CITIZENSHIP: Keeping your money safe, credit & debt (financial capability.)** | **SEAL: Self as a learner**  **Setting achievable goals/ challenges.**  **RSE: Feelings, Friendships & Relationships – Family views and responsibilities.**  **DATE: Make own judgements & decisions – resisting negative peer pressure & keeping safe.**  **Unwanted influences and pressures. Making the right decisions,**  **HEALTHY LIFESTYLES: Fighting disease and improving health.**  **ABC – ANTI-BULLYING,CELEBRATING DIFFERENCE**  **Disability** | **SEAL: Self-acceptance.**  **Understanding own feelings & calming down strategies.**  **Managing worries & anxieties.**  **Assertiveness.**    **RSE: Safety – Stereotypes - the role of the media & safety. Risk Taking.**  **DATE: Confidently express own views & listen to & respect others.**  **Alcohol misuse.**  **ABC – ANTI-BULLYING,CELEBRATING DIFFERENCE**  **Relationships**  **GLOBAL/CITIZENSHIP: World Famine.** | **SEAL: Friendship & Stereotypes.**  **Understanding embarrassment.**  **Managing feelings.**  **RSE: Growing Up – Emotions, fears and worries of growing up. Transmission of disease.**  **DATE: Knowledge & effects of legal and illegal drugs and associated risks.**  **HEALTHY LIFESTYLES: Being a safe cyclist (Cycling Proficiency and road safety (Crucial Crew DVD).**  **ABC – ANTI-BULLYING,CELEBRATING DIFFERENCE**  **Relationships** | **SEAL: Change & feelings ofbelonging/insecurities.**  **Understanding challenges and feelings to change/transition.**  **Secrets & Surprises (NSPCC.)**  **RSE: Growing Up - All Change! Living & Growing DVD. Body changes, Conception and Having a Baby, RSE in the media.**  **DATE: Identify & explain how to manage risks & keep safe. Risk taking and personal responsibility.**  **ABC – ANTI-BULLYING,CELEBRATING DIFFERENCE**  **Race**  **GLOBAL/CITIZENSHIP: Distribution of wealth and how world resources could be shared more equally (poverty).** |
| **Whole School Activities: Ethnic Diversity Service, Adopt a Charity, Linking with Religious Faith Organisations.**  **Cross Curricular Links: Science, RE, Mathematics, Skills for Life.** | | | | | |

**Appendix 2 – Banks Lane Junior School RSE Curriculum**

