Cobham Montessori School

Education for life

Personal, Social, Health and Economic Education Curriculum

(including Relationships & Sex Education)

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Related Policies

PSHE is linked closely to other cross-curricular policies, which can be consulted for more information, including:

- Anti-Bullying Policy
- Behaviour Policy
- Safeguarding Children Policy
- Health and Safety Policy
- Equal Opportunities Policy
- Relationships and Sex Education Policy
- Spiritual, Moral, Social and Cultural Policy

1.0 Introduction

PSHE (Personal, Social, Health and Economic Education) is a programme of learning where the children acquire the knowledge, understanding and skills they need to

keep themselves healthy and safe. PSHE provides the children with the building blocks in order for them to develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be happy and healthy. As part of our whole school approach, PSHE develops the qualities and attributes that children need to manage opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and members of society.

By helping pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, our effective PSHE programme enables staff to tackle barriers to learning and raise aspirations for our pupils. Incorporation of physical health and mental wellbeing in the curriculum provides children with the information that they need to make good decisions about their own health and wellbeing. It enables them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Physical health and mental wellbeing are interlinked, and it is important that children understand that good physical health contributes to good mental wellbeing, and vice versa.

The school seeks to provide a safe, secure learning environment for PSHE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults.

As part of the PHSE delivery, children are guided to understand that expected standards of behaviour towards others apply equally to those who have any protected characteristic as set out in the Equality Act 2010.

Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 made Relationships Education compulsory in all primary schools from September 2020 and parents will be unable to withdraw their child from this; sex education is currently not compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils.

Our PSHE curriculum actively informs all of our daily interactions with the children and includes:

Personal Development Education

- Behaving positively
- Dealing with challenge
- Responsibility, planning and organisation
- Emotional literacy
- Mental wellbeing

Social and Relationships Education

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships

Physical and Health Education

- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Basic first aid
- Growing and Changing
- Changing adolescent body

Economic Education

- Our system of money
- Global Production and Consumption
- Environmental responsibility

2.0 Aims

Our Personal, social and health education (PSHE) (and citizenship) programme enables children to become healthy, independent and responsible members of society.

The aims of personal, social and health education and citizenship are to enable the children to:

1. know and understand what constitutes a healthy lifestyle;
2. be aware of safety issues and take a responsible attitude towards risk;
3. understand what makes for good relationships with others;
4. be independent and responsible members of the school community;
5. develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
6. develop good relationships with other members of the school and the wider community;
7. become aware of their own and other's behaviour and understand that certain behaviour is unacceptable;
8. know him/herself better and think well of, and respect, him/herself and others without discrimination in relation to any protected characteristic;
9. develop confidence/independence and think and act for him/herself;
10. acquire personal qualities, values and social skills;
11. take his/her place in a wide range of roles in preparation for adult life, to deal with risk and meet the challenges of life and to play an active role as a member of a democratic society;
12. value and respect belongings/living things/environment;
13. be able to share/co-operate;
14. value their achievements and
15. identify moral values and strive to live up to them.

3.0 Implementation

Teaching and learning style

The way the Curriculum is managed, its organisation and the varying teaching styles used are central to the School's philosophy and ethos, its aims, attitudes and values.

We use a range of teaching and learning styles. We place emphasis on active learning by including the children in discussions, investigations, and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events and involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules or behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police and representatives from the local places of worship, whom we may invite into the school to talk about their role in creating a positive and supportive local community.

PSHE 'lessons' are delivered in a variety of ways. We aim to create a safe and supportive learning environment and allow children to feel comfortable and to speak openly and honestly. We promote the needs and interests of all pupils, irrespective of gender, culture or background and all teachers take into account the children's age, ability and readiness.

PHSE will be provided through discrete curriculum time for small group or individual lessons, whole class discussions/circle time, as planned lessons or as and when issues arise, ensuring time is made within the curriculum to meet the needs of the children and through extra curricular activities.

We respect pupils' unique starting points by providing learning that is suitable to their level, taking into account their age, maturity and how emotionally secure they are.

Any observed instances of stereotyping, news reports and books promoting diversity are used to fuel age-appropriate discussions on equality with regard to the protected characteristics including race, disability, religion or belief, sex, age, marital status, sexual orientation and gender reassignment.

Emotional Intelligence

We develop each child's emotional intelligence through use of the Mood Meter and RULER approach which is designed to help us learn to recognise emotions, in ourselves and others, with increasing subtlety and to develop strategies for regulating (or managing) those emotions. It provides us with a "language" to talk about our feelings: The Ruler approach provides 5 key foundations of emotional intelligence:

- Recognizing emotions in oneself and others;
- Understanding the causes and consequences of emotions;
- Labeling emotions with a nuanced vocabulary;
- Expressing emotions in accordance with cultural norms and social context

- Regulating emotions with helpful strategies;

4.0 PSHE Curriculum Planning – further details are in Appendix B

2 Year olds:

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning therefore an integral aspect of daily planning, teaching and learning.

- Self Regulation
- Managing Self
- Building Relationships

Planning is child led to reflect the interests of the children and the needs of the school. Children take part in circle time and discuss topics and themes that are at their level. Guides look at the three core themes and take aspects of these to inform their planning. PSED is a fundamental building block in a child's development and underpins the whole curriculum.

Children's House aged 3-6

Children have the opportunity to form and share opinions, value differences, recognise feelings and emotions as well as identify what makes relationships healthy.

We relate to PSHE and citizenship aspects of the children's work in the objectives set out in the EYFS. Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the Foundation Stage. We also support citizenship education when we teach 'how to develop a child's knowledge and understanding of the world'.

Children start to learn about themselves as an individual. We encourage them to acknowledge their own qualities and preferences and to understand that these may be different from other peoples'. Building on the EYFS goals, pupils are taught how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Children start to form relationships outside the family forming bonds with their teachers and peers. They learn to share adult attention.

Children are helped to feel safe through close and committed relationships with the people who care for them in school. They are encouraged to raise any concerns or worries with their teacher/key person. Through the use of social stories and role play children learn about road safety and 'stranger danger' (Clever Never Goes).

Children are supported to develop friendship skills through daily 'Grace and Courtesy' small group work, responsive to the needs of the group or particular child. Topics may include greetings, sharing, turn-taking, exploring feelings, desirable behaviour, paying a compliment and respectful resolution of problems. Grace and

Courtesy groups will aim to incorporate some children who have already developed the requisite skills and who can act as role models to those whose skills are still emerging.

Children's self-esteem is fostered through supportive relationships with others (both inside and outside school). Children are helped to foster a 'can-do' attitude. We encourage children to 'make friends with error' as an integral part of learning.

Respect for others is introduced in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on. Being part of the community in the Children's House calls on the child to develop a sense of responsibility and obligation to others. They complete their work and return it to the shelf 'ready for a friend'. They take care of their environment, cleaning up after themselves or arranging flowers to make the classroom beautiful.

Children are encouraged to talk about their family life and through group discussions become aware that families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care is taken to ensure that there is no stigmatisation of children based on their home circumstances and needs. Discussions and learning about protected characteristics relating to age, gender, disability, race, ethnicity and religion tend to arise in response to the children's own discovery of their immediate world. If not, the topics are introduced in small group discussions throughout the year.

Children are made aware of gender differences in topics related to nature and language. Books, stories, poems and Practical Life activities are used to explore the concept of growing and changing. Children will be presented lessons on the Lifecyle of certain plants and animals. They observe the fish in the aquarium giving birth and they see butterflies going through their stages of development from caterpillar. Through nomenclature cards children explore 'parts of' species and observe the physical differences and similarities between birds, fish, mammals and reptiles.

Elementary

The personal development curriculum aims for Elementary age children are detailed in the Dimensions of Observable Growth.

We teach PSHE in a variety of ways. In some instances we teach PSHE and citizenship as a discrete topic. Much of the time we introduce PSHE and citizenship through other subjects, e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore, for example, who is responsible for the maintenance and upkeep of roads.

PSHE provides opportunities for links with literacy, for example as children listen to and read stories that enable them to consider other people's lives and experiences. They research issues through a range of non-fiction texts and other written sources and use writing skills to express their views and communicate them to a variety of audiences.

Pupils learn how to resolve and respect differences between themselves. This is an important way in which children can start to develop the social skills needed to maintain relationships when faced with differences. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent. Our Cosmic Education curriculum allows pupils to explore who they are and to understand their immense potential, thereby raising their self esteem and confidence. Pupils are therefore enabled to reach out to others to build a community based on the values of love, compassion and peace.

When teaching relationships content, we address online safety and appropriate behaviour in a way that is relevant to pupils' lives. We explore how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

The values explored within Cosmic Education coupled with our outdoor educational program provides pupils with the opportunity to collaborate with others by working in groups to care for their immediate and local environment guided by the principles of balance, natural order, harmony and respect for themselves, others and their surroundings. The understanding that each individual has an effect on the future destiny of the planet due to it's profound interconnectedness, aims to inspire pupils to work for the greater good of the planet and to understand their place in it.

We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through class meetings. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

Citizenship

Citizenship comprises three interrelated strands.

1. Social and moral responsibility –pupils learn self-confidence, and social and moral responsible behaviour towards authority and each other.
2. Community involvement – pupils learning to become involved in the life and concerns of their neighbourhood and community.
3. Political literacy – pupils learn about the issues, problems and practices of our democracy and how citizens can make themselves effective in public life.

5.0 Assessment and recording

Teachers assess the children's understanding in PSHE and citizenship by making informed judgements as they observe them during lessons and playtime. We have clear expectations of what the pupils will know, understand and be able to do at the end of each developmental stage.

For older children, the child and their teacher will jointly assess their personal growth in the regular progress meeting.

Children assess their understanding of how to keep safe online using the Education for a Connected World content as targets.

This school believes that partnership with parents and the community enables us to receive specialist support and information to plan the best possible support for our children. Parents are invited to join in events in school, including class presentations and workshops on relevant themes. Parents are regularly informed of events and developments.

6.0 Teaching PSHE and citizenship to children with special needs

We teach PSHE and citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of the children with learning difficulties. When teaching PSHE and citizenship we take into account the target set for the children in their Individual Support Plans (ISP's)

PSHE is taught inclusively to all children regardless of their race, religion and gender, whilst at the same time addressing the need for equal opportunity. Staff will ensure that no judgement will be passed on the lifestyles and choices made by others. If a safeguarding issue is raised, staff are required to follow the correct safeguarding procedure and safeguarding policy

7.0 Equal opportunities

The school's Equality Policy applies to PSHE. Where appropriate, teaching materials, and individual group activities should reflect the cultural and ethnic diversity of society. Stereotyping, in terms of ethnicity, race, disability, gender or any of the protected characteristics should be avoided, and children' progress should be monitored, ensuring that no child is disadvantaged. Equally, a child's religious beliefs and cultural differences will always be respected.

8.0 British Values .

The school actively promotes these British Values through its SMSC strategy including; vision and ethos, policies and practices and our PSHE programme.

As a school we promote British values ensuring that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. These values are embedded within our curriculum. We plan class discussions and lessons to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect.

Cobham Montessori School is centred around values which give rise to a democratic classroom ethos where shared class rules of conduct are agreed and drawn up by the Elementary class. In this way pupils are able to develop a sense of their own

community, with agreed roles and responsibilities taken by all members. Exploration of the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths arise naturally as a result of being part of a community and also as the children explore the curriculum, particularly history, geography and biology.

Appendix A
Relationships and Sex Education

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the majority of the content set out in this curriculum therefore focuses on Relationships Education.

The teaching of any non-statutory requirements of RSE will be subject to consultation with parents which shall be undertaken in accordance with our Relationships and Sex Education Policy. Parents retain the right to withdraw their child from any non-statutory elements of sex education.

The focus of our Relationships Education policy is 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.

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

Through Relationships Education (and RSE, see below), we teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This is delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This also includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils are taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it is made clear that it is never the fault of a child who is abused and victim blaming is always wrong. This knowledge will support safeguarding of children.

By the end of Elementary pupils will know:

Families and people who care for me

- that families are important for children growing up because they can give love, security and stability.
- 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.
- 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.

- 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.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- 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.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.
- 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.

- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.
- that some images are private and should never be shared online
- that not everything we see online is real - some pictures and videos can be changed or made by computers
- why making or sharing nudes or semi-nudes, including AI-generated or altered images is never appropriate and always requires telling a trusted adult
- how to understand the possibility of deepfakes and digitally altered content"
- how AI can be used to create realistic but fake images and videos

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard. how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.
- that privacy in toilets and changing spaces is important for everyone's safety and comfort"

Meeting these objectives is delivered through a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups.

Non-Statutory Curriculum - Sex Education

The content set out above covers everything that we need to teach about relationships and health, including puberty. Our curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

The Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. This aims to 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.

RSE is considered an integral part of Cosmic Education. Some aspects of RSE are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). RSE gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

As part of these lessons, all children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically and sensitively. Period products are made available to those who might need them.

In addition to this, we discuss the emotional and physical changes people encounter during puberty, including body odour, mood swings, hair growth, acne and growth spurts. We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement.

Evidence states that a graduated age-appropriate spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic. We believe it is important that this material is delivered by the classroom teacher in conjunction with parents/carers as it highlights to the children that relationship and sex education is something we can all talk about.

We do not separate our classes by gender for any part of the programme, including lessons around puberty. We believe it is important for both girls and boys to learn about each other's bodies, changes and experiences. By keeping children together in mixed groups, children will learn to talk openly without embarrassment in front of each other and we can foster a better understanding, break down gender stereotypes and build positive relationships and respect for each other, regardless of gender. This means that all children of appropriate developmental stage are included without feeling vulnerable.

However, children will be grouped according to maturity and only following discussions with parents prior to delivering any teaching on puberty.

Appendix B Curriculum Details

Personal, Social and Emotional Curriculum for 2 year olds

Entry into the Infant Community is often the child's first separation from home. We acknowledge this major event in the child's life and support the beginning of their emotional independence by fostering close committed relationships with them from which they can gradually explore.

To support the children's social development the children:

- are always treated with respect and kindness
- learn to do many things by themselves
- are supported through activities and aspects linked to the Montessori Curriculum of 'Practical Life'
- develop confidence and become independent
- have many opportunities to play alone or with other children
- learn how to become part of a group and make friends
- learn how to share and take turns
- gain an understanding of what is right and wrong
- learn how to take good care of themselves and others
- learn how to care for plants, animals and the environment
- grow up in an environment which encourages them to feel good about themselves

PHSE Curriculum Children's House	Start Age	End Age	Additional Notes
Personal Development			
Self-Regulation	Age 3+	R	EYFS Goals
Managing Self	Age 3+	R	EYFS Goals
Building Relationships	Age 3+	R	EYFS Goals
Anti-bullying awareness	Age 4+	6	
Transition to Primary School	4	4	
Social and Emotional Development			
Use of Mood Meter to extend awareness and vocabulary for own and others' feelings	Age 4+	6	Empathy group work – how might someone else feel?
My family and other people who care for me	3	6	Awareness of one's own close network of support
Other people's families	3+	6	Noting similarities and differences between families
People around the world	3+	6	Through stories celebrating diversity with emphasis on equality and respect
Respecting others	3+	6	Drawing awareness to protected characteristics of age, gender, race, marital status, disability, religion or belief (additional protected characteristics introduced here if relevant to cohort – for example, LGBTQ+ Parents - or to a discussion)
Resolving conflicts peacefully	4+	6	Empowering children to take increasing responsibility for dealing with tricky aspects of relationships;
Online Safety	4+	6	Education for a Connected World and ThinkUKnow age 4-7 resources;
Safe relationships	4+	6	How to report feeling unsafe or uncomfortable about any adult; Keeping of secrets and when to tell an adult
Physical and Health Education			
Gross and Fine Motor skills	Age 3+	R	EYFS Goals
Oral hygiene	Age 3+	6	Linked to healthy eating and importance of regular visits to Dentist
Judging Risk in Physical Environment	Age 3+	6	Climbing independently, behaviour inside classroom
Awareness of parts of own body being private	4+	6	Naming body parts using correct language; NSPCC PANTS Resources Age-appropriate Body Boundaries resources
Asking for help; Calling emergency services	4+	6	

Importance of Exercise, Sleep and Nutrition	3	6	Healthy eating 'card game'; cooking; 'Why do we run?'
Growing and Changing	3	6	Life cycle of plants and animals; Hatching of butterflies; fish
Male and Female	3	6	Vocabulary for gender
Rules of the Road	3	6	
Importance of hand washing	3	6	
Economic Education			
Scarcity of Resources	3+	6	Deliberate limitation on resources in the environment
Gratitude	3+	6	Daily practice of being thankful
Where money comes from	4+	6	As appropriate to child's mathematical understanding;
Where does our food come from?	4+	6	From 'farm to fork' review of key foodstuffs such as bananas or chocolate; Planting and growing food
Environmental Responsibility	3+	6	Recycling Reducing use of plastics
Awareness of others less fortunate	3+	6	Charity Shop; Charity collections; Donations of toys and books to others

PHSE Curriculum Elementary	Start Year	End Year	Additional Notes
Personal Development			
My Concentration and Work	1	6	Detailed requirements are contained in the Dimensions of Observable Growth which is reviewed regularly by child and teacher
My purpose and Will	1	6	As above
My Self Planning	1	6	As above
My Social Integration	1	6	As above
My Spiritual Integration	1	6	As above
• **Mental wellbeing - understanding** • that mental wellbeing is a normal part of daily life, in the same way as physical health • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • how to recognise and talk about emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • that bullying (including cyberbullying) has a negative	1	6	Mood Meter and RULER Resources;

and often lasting impact on mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough			
Transition to Secondary School		6	
Social and Emotional Development			
Fundamental Needs of Human beings	1	6	Emphasis on similarities and equality between all people and awareness of different means of meeting needs, especially spiritual needs
Emotional Literacy • Identifying and talking about feelings • Understanding how feelings affect behaviours • Strategies to manage feelings • The link between mental and physical health	1	6	Mood meter extended vocabulary and RULER approach to self-regulation
Healthy Friendships	1	6	As set out in Relationships Education requirements
Recognising Bullying, effects of bullying; how to respond and seek help	1	6	
Respect for Others – Equality Act Protected Characteristics	1	6	Building on discussions commenced in the Children's House extending awareness to all protected characteristics in age appropriate manner using stories, research and news items as prompts for learning. Stories, including about historical figures, are used to introduce each protected category specifically with discussion

			around the legal status of the protection including: • age • disability • gender reassignment • marriage and civil partnership • pregnancy and maternity • race • religion or belief • sex • sexual orientation Age appropriate distinction between biological sex and gender identity
Online relationships; Internet Safety and possible harms	1	6	Using self-assessment tool (age 4-7, 7-11) Education for a Connected World and ThinkUKnow resources
Going Out – Voluntary Work	1	6	Supporting local community such as visiting local Care Homes, Litter Picking, Environmental clean-ups.
Responsibility and Duty	1	6	Self planning and self appraisal; Care of environment tasks; Care of belongings;
Physical health and fitness			
Healthy Eating • what constitutes a healthy diet (including understanding calories and other nutritional content) • the principles of planning and preparing a range of healthy meals • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)	1	6	Through planning snack, cooking activities, research, visits from experts
Drugs, Tobacco and Alcohol	4	6	Age appropriate discussions on the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

			nature of addiction, health aspects, peer pressure
Basic First Aid • how to make a clear and efficient call to emergency services if necessary • concepts of basic first-aid, for example dealing with common injuries, including head injuries	5	6	By external providers
Growing and Changing	1	6	Life cycles of animals and plants including humans
Changing Adolescent Body	5	6	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • about menstruation including the key facts about the menstrual cycle
Physical Boundaries	1	6	Through books (such as My body, My rules and Let's Talk about Body Boundaries, Consent and Respect) and group/ individual discussions laying foundation for notion of consent
Cycling Proficiency	4	6	By external providers
Importance of Physical Exercise and an active lifestyle including risks from obesity	1	6	
Health and Prevention of Ill-health • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • personal hygiene and germs including bacteria, viruses, how they are spread and treated,	1	6	

and the importance of handwashing • the facts and science relating to allergies, immunisation and vaccination			
Economic Education			
Fundamental Needs of Humans	1	6	To underpin all research
Economic Geography Mathematics	4	6	Where does food come from? The role of taxes How are goods and services paid for? Production and Consumption Savings, Calculation of Interest Borrowing, Debt
Practical Awareness of Money	1	6	Planning for Going Out – weekly budget for flowers/snack in classroom; Budget planning for specific trips
Financial safety and recognising financial exploitation	1	6	Through e-safety curriculum
Environmental Responsibility	1	6	Through Cosmic Curriculum and Interrelatedness of all actions