



Personal, Social, Health and Economic Education Policy

Date of policy: 19/11/21 Review date: November 2024

Ratified by the Governing Board on 24th January 2022

Consultation process:

This policy was drafted by the PSHE team in consultation with the Headteacher. Parents/carers were consulted through the school website and via Seesaw. Teaching and non-teaching staff read and amended the policy, and pupils were consulted through the school council. The policy was shared with Governors and the SEND Co-ordinator. This policy has been approved and adopted by the Headteacher and Governing Board. Simone Parkinson and Loraine Lambert are the members of staff responsible for overseeing and reviewing this policy. It will be reviewed in full every 2-3 years.

Links to Other Relevant Policies:

The policy links to the following policies:

- RSE
- Child Protection/Safeguarding
- SEND
- Behaviour
- Anti-bullying
- Health & Safety
- Teaching and Learning
- Volunteers
- Online safety
- Administering medicines
- Collective worship
- Freedom of information
- Intimate care
- Care and control
- RE

This policy also links to the science National Curriculum.

Location and dissemination

This policy document is freely available on request to the whole school community. A copy of the policy can be found on the school website. A physical copy of the policy is available from the school office.

Definition of PSHE:

The DfES report 'Preparing Young People for Adult Life' stated that 'Society has a responsibility to help children and young people to meet the challenges of life by helping them to understand and value themselves, be optimistic about the future and life's possibilities, and to develop positive self-esteem,

confidence and to take increasing control of, and responsibility, for their lives and play an active part in their own communities. Personal, Social and Health Education, including Sex Education and Drug Education, provides a whole school strategy for working in partnership with parents and others to help children to overcome the social pressures they face and the barriers they present to learning and achievement.'

(Preparing Young People for Adult Life – DfEE)

Intent

At Bramley St Peter's our curriculum provides skills for life with a focus on health, well-being, safety, self-worth, difference and social responsibility. These elements are woven into the curriculum and taught explicitly through PSHE. We believe that by providing a good PSHE education we equip children with the knowledge and skills to make well-informed decisions on health and wellbeing, empowering them to stay safe both now and in the future.

PSHE, including Relationship and Sex Education and Drug Education, provides us with a whole school strategy for working in partnership with parents and carers to help our children to overcome the social pressures they face and the barriers to learning and achievement that they may experience.

We focus on wellbeing through our 'Healthy: Inside and Out' days, held on the first day of each half term. Lessons use the Mindmate curriculum and are enhanced by creative activities which promote positive mental health for children and staff. Through PSHE and Mindmate, we aim to provide the knowledge and skills our children need to be resilient, look after themselves and understand the support available to them. The PSHE curriculum complements our Growth Mindset characters: Professor Perseverance, Inspector Independence, Major Mistake and Captain Challenge.

At Bramley St Peter's, we believe that the subject content of PSHE must be age and developmentally appropriate to our children. Lessons are taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents, while always with the aim of providing pupils with the knowledge they need of the law. Included within the curriculum are biological aspects of animal growth and reproduction that are essential elements of National Curriculum Science. The guidance states that parents do not have the right to withdraw their child from any part of any subject which forms the National Curriculum.

As part of a whole school approach, PSHE education develops the qualities and attributes our pupils need to thrive as individuals, family members and members of society. At Bramley St Peter's PSHE embraces the Christian values we hold as a school.

The aims of PSHE education at Bramley St Peter's are to provide:

- 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 (including religious), rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

PSHE Association July 2013

Within this, the school aims to develop pupils' understanding of:

- identity, including personal qualities, attitudes, skills, attributes and achievements and what influences these
- relationships, including different types and in different settings
- a healthy lifestyle, including physically, emotionally and socially
- a balanced lifestyle, including within relationships, work-life, exercise and rest, spending and saving and diet
- risk, including identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others
- safety, including behaviour and strategies to employ in different settings
- diversity and equality, in all its forms
- rights, including the notion of universal human rights, responsibilities including fairness, justice and consent in different contexts
- change and resilience, the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance
- power in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes
- career, including enterprise, employability and economic understanding
- their beliefs and the beliefs of others

To whom the policy applies

- The Headteacher
- All school staff
- The Governing Board
- Pupils
- Parents/carers
- Student teachers
- Supply teachers
- School nurse and other health professionals
- Partner agencies working in or with the school
- Religious leaders/faith groups
- Volunteers

Implementation

Our teaching starts in the early years through the areas of Personal, Social and Emotional Development, Physical Development and Understanding the World. Our youngest children are taught through stories, circle time activities and adults modelling friendly and respectful relationships and behaviour.

In Key Stage 1 and 2, the curriculum is based on a scheme of work called 'You, Me, PSHE' which is widely used across Leeds. This provides a spiral approach designed to allow for previous learning to be built upon in a way that develops key knowledge and skills and also allows this to be embedded to the children's long-term memory. Work is divided into 7 strands allowing the children to revisit learning at an age-appropriate level. Pre and post assessments are used alongside pupil questionnaires and learning talks to assess pupil needs and ensure that our teaching is relevant to all children.

Relationship and Health Education (RHE) is taught across the whole school and Relationship and Sex Education (RSE) is taught in years 2, 4 and 6. Please note that the Government made Relationship Education compulsory in all state funded primary schools from 2020.

Entitlement and Progression

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach:

- We must teach relationships education (primary) under the Children and Social Work Act 2017, in line with the terms set out in the statutory guidance.
- We must teach health education under the same statutory guidance.

What we teach

We are required to cover the content for relationships education/RSE and health education, as set out in the statutory guidance.

Please refer to our RSE policy for details of what we teach in this subject. This can be found on the PSHE page of the school website through the curriculum section.

We are also required to teach what is contained within the National Curriculum Science for Drug Education which is as follows:

Key Stage	Content
One	N/A
Two (Upper Key Stage 2 only) Year 6 Programme of study	Animals including humans <ul style="list-style-type: none"> • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

We are committed to ensuring that all the children receive high quality PSHE lessons, including health education, which are planned, sequenced and mapped out using a scheme called 'You, Me, PSHE' and the Mindmate curriculum. We also support the development of pupil's character and personal skills such as resilience and self-confidence through our commitment to growth mindset and talk matters strategies, which encourage children to have a voice.

For details about all aspects of PSHE we teach in each year group/Key Stage, including health education, please see appendix 1 and the year group overviews available on the PSHE page of our website.

<https://www.bsp.leeds.sch.uk/year-group-overviews/>

Intended learning outcomes for PSHE

EYFS

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want

and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life

Key Stage 1

1. Developing confidence and responsibility and making the most of their abilities
 - a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong
 - b. to share their opinions on things that matter to them and explain their views
 - c. to recognise, name and deal with their feelings in a positive way
 - d. to think about themselves, learn from their experiences and recognise what they are good at
 - e. how to set simple goals.
2. Preparing to play an active role as citizens
 - a. to take part in discussions with one other person and the whole class
 - b. to take part in a simple debate about topical issues
 - c. to recognise choices they can make, and recognise the difference between right and wrong
 - d. to agree and follow rules for their group and classroom, and understand how rules help them
 - e. to realise that people and other living things have needs, and that they have responsibilities to meet them
 - f. that they belong to various groups and communities, such as family and school
 - g. what improves and harms their local, natural and built environments and about some of the ways people look after them
 - h. to contribute to the life of the class and school
 - i. to realise that money comes from different sources and can be used for different purposes.
3. Developing a healthy, safer lifestyle
 - a. how to make simple choices that improve their health and wellbeing
 - b. to maintain personal hygiene
 - c. how some diseases spread and can be controlled
 - d. about the process of growing from young to old and how people's needs change
 - e. the names of the main parts of the body
 - f. that all household products, including medicines, can be harmful if not used properly
 - g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.
4. Developing good relationships and respecting the differences between people
 - a. to recognise how their behaviour affects other people
 - b. to listen to other people, and play and work cooperatively
 - c. to identify and respect the differences and similarities between people
 - d. that family and friends should care for each other
 - e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

Key Stage 2

1. Developing confidence and responsibility and making the most of their abilities
 - a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society
 - b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
 - c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
 - d. to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way
 - e. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future
 - f. to look after their money and realise that future wants and needs may be met through saving.

2. Preparing to play an active role as citizens
 - a. to research, discuss and debate topical issues, problems and events
 - b. why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
 - c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
 - d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
 - e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
 - f. to resolve differences by looking at alternatives, making decisions and explaining choices
 - g. what democracy is, and about the basic institutions that support it locally and nationally
 - h. to recognise the role of voluntary, community and pressure groups
 - i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
 - j. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
 - k. to explore how the media present information.

3. Developing a healthy, safer lifestyle
 - a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating or the risks associated with unhealthy choices, what affects mental health, and how to make informed choices
 - b. that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread
 - c. about how the body changes as they approach puberty
 - d. which commonly available substances and drugs are legal and illegal, their effects and risks
 - e. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
 - f. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong
 - g. school rules about health and safety, basic emergency aid procedures and where to get help.

4. Developing good relationships and respecting the differences between people
 - a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
 - b. to think about the lives of people living in other places and times, and people with different values and customs
 - c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
 - d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
 - e. to recognise and challenge stereotypes
 - f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability g. where individuals, families and groups can get help and support.

How we teach it

Pupils receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression. The PSHE programme is delivered through a variety of opportunities as set out below.

- weekly PSHE time, a minimum of 30 minutes
- circle time
- use of external agencies/services
- small group work
- cross curricular links
- assemblies
- collective worship
- enrichment days / weeks
- residential trips

Our SMSC calendar sets out an overview of key events taking place across the school each year. These support the children in their understanding of local and global issues and events. It includes Anti-bullying day, Remembrance Day, Global workshops and religious festivals. Please see the SMSC calendar for more information. <https://www.bsp.leeds.sch.uk/personal-development/>

Resources

We use primarily You, Me, PSHE and Mindmate and the resources recommended within it. We select carefully resources which meet the pupils' needs as well as appropriate objectives. We evaluate carefully teacher resources, leaflets, online resources and videos before using them.

We use books, both fiction and non-fiction, within our PSHE programme. Teachers read and assess the books before using them to ensure they are appropriate for the planned work. They also consider the needs and circumstances of individual pupils in their class when reading texts, in case they need to have a preparatory conversation with a pupil before the teaching takes place, for instance.

Key texts and resources we will use for PSHE are those recommended through the Scheme of Work.

Working with visitors and other external agencies

Where appropriate, we may use visits and visitors from external agencies or members of the community to support PSHE. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. When visitors are used to support the programme, the school's policy on use of visitors will be used. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy, and any other relevant policies, and expected to comply with the guidelines outlined within it.

Residential trips can make a significant contribution to pupils' personal development. When planning such visits, we use opportunities to promote pupils' learning in relevant areas of the PSHE curriculum. Our partnership with the local community is also a priority, and we recognise and value its contribution to the PSHE programme.

Before involving visitors in any aspect of PSHE, teachers will ensure that:

- the visitor understands the school's child protection and safeguarding policies, values and approach to the educational programme
- the context and content of their visit has been thought about and discussed and the teacher is aware of what the visitor can offer that is different to teaching staff
- there is appropriate planning, preparatory and follow up work for the sessions
- the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the pupils involved, including where there may be a specific issue relating to child protection
- the teacher will be part of the experience in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have

Monitoring external agencies' contributions

Prior to any external visitors supporting school, a planning sheet including aims and outcomes is shared. Please see appendix 2.

Roles and responsibilities**The Governing Board:**

The Governing Board has delegated the monitoring, development and review of this policy and its implementation in school to the Teaching and Learning/Pupil Support committee who works closely with, and in support of, the lead members of staff. When aspects of PSHE appear in the School Development Plan, the committee will be assigned to reflect on, monitor and review the work as appropriate.

Staff are responsible for:

- ensuring that they are up to date with school policy and curriculum requirements regarding PSHE
- delivering PSHE in a sensitive way, ensuring that their personal beliefs and attitudes will not prevent them from providing balanced PSHE in school
- tailoring their lessons to suit the needs of all pupils in their class, across the whole range of abilities, faiths, beliefs, culture, gender identity and sexual orientations, including SEND
- following the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone
- monitoring progress
- liaising with link schools to ensure a smooth transition, where appropriate
- reporting concerns to the Designated Safeguarding team when concerns arise

The Headteacher is responsible for:

- liaising with the media

Pupils are responsible for:

- supporting one another with issues that arise through PSHE by, for example, alerting relevant members of staff to any potential worries or issues
- listening in class, being considerate of other people's feelings and beliefs and complying with the ground rules that are set in class
- talking to a member of staff, in confidence, regarding any concerns they have in school related to PSHE or otherwise
- giving feedback on the school's PSHE provision through learning talks and questionnaires; opinions on provision and comments will be reviewed by the lead member/s of staff for PSHE / RSE and taken into consideration when planning

Staff Development

In order to achieve our intentions of all pupils receiving high quality PSHE lessons, the school, through the PSHE subject leader, supports staff to gain confidence and competence in teaching high quality PSHE. This ensures that the ambitious curriculum, which is planned and sequenced, is well resourced in terms of staff competence, subject knowledge and pedagogy.

The lead members of staff are responsible for:

- developing the school PSHE policy and reviewing it every 2-3 years
- ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to PSHE
- identifying training opportunities and signposting staff to relevant training
- providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of PSHE
- communicating with staff, parents/carers and the Governing Board to ensure that everyone is in understanding of the school policy and curriculum for PSHE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate

Parents:

The school recognises the key role that parents/carers fulfil in supporting their children through their personal development and the emotional and physical aspects of growing up. Therefore, we seek to work in partnership with parents/carers when planning and delivering PSHE.

The school will encourage this partnership by:

- keeping parents/carers informed about all aspects of the PSHE curriculum and policy
- encouraging parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through PSHE

Protected Characteristics

All children and young people, whatever their experience, background or identity are entitled to good quality PSHE that helps them build a positive sense of self. Respect for themselves and each other is central to all teaching. We have a clear duty under the Equality Act 2010 to ensure that our PSHE teaching is accessible to all pupils and we do not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). We also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

PSHE lessons help pupils to explore discrimination, prejudice, bullying, aggressive behaviour and other unhealthy relationships. Teachers of PSHE agree to work within the school's framework for PSHE as described in this policy. Teacher's personal beliefs, values and attitudes will not affect their teaching of PSHE.

The school will ensure:

- approaches to teaching and learning take into account all needs of the pupils to ensure all can access the full PSHE provision
- staff approach PSHE sensitively, as pupils are all different, with different types of family
- staff encourage pupils to explore topics from different gender viewpoints and never assume that intimate relationships are between opposite sexes
- PSHE caters for all pupils and teachers and teaching materials are respectful of the rights of pupils with disabilities and how pupils choose to identify themselves
- links between PSHE and the school's SEND policy are made

Establishing a safe and supportive environment

If pupils are to benefit fully from a PSHE programme, they need to be confident speakers, good listeners and effective, sensitive communicators. A set ground rules will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the pupils. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

Our basic ground rules are:

- We listen to each other.
- We do not say or do anything that would hurt another person.
- We do not use people's names within an open forum.
- We signal when we want to say something.
- We may say pass.
- If a game involves touch we may sit and watch before making a decision to join in.

We will develop these ground rules through:

- creation of class mission statements at the start of the year
- consultation with the children before commencing PSHE lessons

Answering questions

We acknowledge that sensitive and potentially difficult issues will arise in PSHE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the age-appropriate curriculum content for PSHE. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age-appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader/ Child Protection Officers. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We may use a question box where questions can be asked anonymously.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated staff for safeguarding and child protection, in line with school policy and procedures.

Staff will establish clear parameters about what is appropriate and inappropriate in a whole-class setting by:

- setting the tone by speaking in a matter-of-fact way
- encouraging pupils to write down questions, anonymously if desired, and post them in a question box or ask-it basket
- preparing answers to all questions before the next session, and choosing not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up
- reminding the pupils of the ground rules if a question is too personal
- agreeing to attend to a question at a later stage or on an individual basis if a question is too explicit, feels too old for a pupil, is inappropriate for the whole-class, or raises concerns
- only providing information than is appropriate to the age of the pupil
- informing the designated staff for child protection if they are concerned that a pupil is at risk of abuse

The needs of pupils

We recognise that an interactive approach to PSHE will better develop the skills of our pupils and also to ensure we meet their needs in terms of their age, stage and development. We involve pupils in the planning, development and evaluation of their PSHE in appropriate and relevant ways.

We will involve pupils through:

- learning talks
- surveys such as My Health My School
- Pre and post topic assessments
- Discussions with the School Council

Confidentiality in the context of PSHE lessons

Staff working with pupils cannot offer unconditional or absolute confidentiality. Staff have an obligation to pass the information on to the school's Designated Safeguarding Lead <name> if what is disclosed indicates that a pupil is at risk of harm. Staff in the classroom establish boundaries where pupils feel safe and

respected whilst protecting privacy. Pupils are reminded during lessons that if they divulge anything that indicates that they may be at risk from harm then this information has to be passed on. Use 'distancing techniques' to enable pupils to explore issues without talking about personal experiences, for example, puppets, invented characters, using case studies and scenarios.

In one to one situations, a member of staff will remind the pupil that they may not be able to keep some information confidential (e.g. if they think that the pupil is at risk of harm or abuse).

Visiting speakers when working in the classroom are bound by the same conditions and must pass on any information they feel needs responding to via the member of staff present.

We provide information to pupils about support services and useful websites.

Safeguarding

We aim to promote safeguarding by providing a PSHE curriculum which reduces or removes barriers to learning, such as bullying, low self-esteem, unhealthy, or risky behaviours. It teaches our pupils how to stay safe, protect themselves from harm and take responsibility for their own and others safety.

Concerns about pupils 'at risk' will be reported on CPOMS to the designated safeguarding team. The Designated Safeguarding Lead will advise around support for children deemed to be 'at risk'.

Assessment and Recording

Lessons are planned starting with establishing what pupils already know. In this way, teachers can also address any misconceptions that pupils may have.

Teachers use activities such as:

- pre-topic assessments
- mind maps and discussions
- draw and write activities to find out what pupils already know
- continuums/diamond nine and other activities to find out what pupils feel is important to them

Assessment is the process where each pupil's learning and achievement are measured against the lesson objectives

Pupil progress is assessed through:

- pupil reflective assessment sheets at the end of each topic to enable them to reflect on their own learning, progress and next steps
- written or oral assignments
- quizzes
- pupil self-evaluation
- one to one discussion
- learning talks

Monitoring

The priorities set out in the PSHE action plan are monitored and reported upon to ensure impact is maximised. The PSHE team conduct regular learning talks with pupils across school, scrutinise books and pre and post assessments, carry out lesson observations and pop ins and analyse pupil health and wellbeing data e.g. the My Health My School/Wellbeing Survey to assess the impact of PSHE and identify emerging priorities.

The delivery of PSHE is monitored by Simone Parkinson, Loraine Lambert, Helen Prouse and Tricia Bell and is reported to the Governing Board 3 times a year.

The PSHE Subject Leader also monitors the impact of staff CPD ensuring that the desired outcomes in terms of improved provision for PSHE are met. Where possible practice is shared, disseminated and developed.

Appendix 1

Bramley St Peter's C of E (VA) Primary School PSHE & Mindmate Long Term Plan (updated April 2021)

YEAR 1						
PSHE You, Me & PSHE Scheme of Work	Identifying Society and Equality <i>Me and others</i>	Physical health and well being <i>Fun times</i>	Mental Health and emotional well being <i>Feelings</i>	Keeping safe and managing risk <i>Feeling safe</i>	Drugs alcohol and tobacco education <i>What do we put into and on our bodies.</i>	Careers, financial capability and economic wellbeing <i>My money</i>
MINDMATE	Friends & Family Recognise how others show feelings & know how to respond <i>I know when my friends are feeling happy</i>	Being the same being different Celebrating difference <i>I know all the people in my class are all different</i>	Life Changes New school/class Making new friends <i>I understand that talking about my feelings can help</i>	Feeling good & being me Recognise feelings <i>I can talk about how I am feeling</i>	Strong emotions Recognise what is fair/ unfair right/wrong <i>I know when someone is being unkind, including myself</i>	Solving problems/ Making it better Setting goals & targets <i>I can work & play well in a small group</i>
YEAR 2						
PSHE You, Me & PSHE Scheme of Work	Mental health and emotional wellbeing <i>Friendship</i>	Physical education and wellbeing <i>What keeps me healthy?</i>	Drug, Alcohol and tobacco education <i>Medicines and me</i>	Keeping safe and managing risk <i>Indoors and outdoors</i>	Relationships and sex education <i>Boys and girls, families.</i>	
MINDMATE	Introduction to Mindmate Friends and family Impact of behaviour on others. <i>I know that what I say affects my friends.</i>	Solving problems/ Making it better Not giving up/ Perseverance <i>I understand it is important to keep going when something is</i>	Life Changes Loss; Losing loved object/pet/person <i>I can talk about feeling sad when I have lost something</i>	Strong emotions Comfortable & uncomfortable feelings <i>I can talk about what makes me feel sad</i>	Being the same, being different Beginning to understand empathy <i>I understand my friend might have different feelings to me</i>	Feeling good & being me Celebrate strengths <i>I'm good at.... & I am going to try & be better at...</i>

YEAR 3						
PSHE You, Me & PSHE Scheme of Work	Drug, alcohol and tobacco education Tobacco is a drug	Keeping safe and managing risk Bullying - See it, Say it, Stop it.	Mental health and emotional wellbeing Strengths and challenges	Identity, society & equality Celebrating difference	Careers, financial capability and economic wellbeing Saving, spending & budgeting	Physical health & wellbeing What helps me choose?
MINDMATE	Life Changes Life in KS2 New faces/ new routines <i>I am learning to handle changes</i>	Friends and Family Unkind behaviours <i>I understand that when I am unkind it impacts on others</i>	Strong emotions Introducing strong emotions, including anger <i>I know it's ok to feel strong emotions sometimes</i>	Feeling good & being me Goals & aspirations <i>I'm good at.... & I am going to try & be better at...by setting myself a simple target</i>	Being the same and being different Differing opinions <i>I accept that my friends and I might have different opinions</i>	Solving problems/ Making it better Dealing with difficult situations <i>I can work with different people in my class</i>
YEAR 4						
PSHE You, Me & PSHE Scheme of Work	Identity, society & equality Democracy		Physical health & wellbeing What is important to me?	Drug, alcohol and tobacco education Making choices	Keeping safe and managing risk Playing safe	Relationships and sex education Growing up and changing
MINDMATE	Feeling good & being me Feelings - Intensity <i>I can use a range a words to describe my feelings</i>	Friends & Family Skills to maintain & keep positive relationships <i>I can describe a healthy relationship</i>	Strong emotions Resisting pressure <i>I can stand up for myself without hurting others</i>	Solving problems/ Making it better Coping with difficult situations <i>I can cope in difficult situations</i>	Being the same, being different Know actions affect themselves & others <i>I know that discrimination can hurt people's feelings</i>	Life Changes Positive & negative effects on emotional wellbeing & mental health <i>I am learning to accept that I will feel a wide range of emotions depending on the situation</i>

YEAR 5						
<p>PSHE</p> <p>You, Me & PSHE Scheme of Work</p>	<p>Physical health & wellbeing</p> <p>In the media</p>	<p>Keeping safe and managing risk</p> <p>When things go wrong</p> <p>Consider using CYBERSENSE RESOURCE</p> <p>CSE = ALRIGHT CHARLIE</p>	<p>Mental Health and Emotional Wellbeing</p> <p>Dealing with feelings</p>	<p>Identity, society & equality</p> <p>Stereotypes, discrimination and prejudice (including tackling homophobia)</p>	<p>Drug, alcohol and tobacco education</p> <p>Different influences</p>	<p>Careers, financial capability and economic wellbeing</p> <p>Borrowing and earning money</p>
<p>MINDMATE</p>	<p>Feeling good & being me</p> <p>Self-Belief</p> <p>I can do ...</p>	<p>Solving problems/ Making it better</p> <p>Talking it through Restorative justice</p> <p>I can support my friends when things go wrong</p>	<p>Strong emotions</p> <p>Strong emotions & mental health</p> <p>I know what mental health is</p>	<p>Being the same, being different</p> <p>Stigma</p> <p>I know what stereotyping is</p>	<p>Friends & Family</p> <p>Unhealthy friendships & relationships</p> <p>I can describe an unhealthy relationship</p>	<p>Life Changes</p> <p>Aspirations to manage change positively</p> <p>I am seeing changes in a more positive light</p>
YEAR 6						
<p>PSHE</p> <p>You, Me & PSHE Scheme of Work</p>	<p>Mental Health and Emotional Wellbeing</p> <p>Healthy Minds</p>	<p>Relationships and sex Education</p> <p>Healthy relationships</p>	<p>Drug, Alcohol and tobacco education</p> <p>Weighing up risk</p>	<p>Identity, society and equality</p> <p>Human Rights</p>	<p>Keeping safe and managing risk</p> <p>Keeping safe – out and about</p>	<p>Relationships and sex Education</p> <p>How a baby is made</p> <p>FGM</p>
<p>MINDMATE</p>	<p>Solving problems/ Making it better</p> <p>Winning</p> <p>What does it take?</p> <p>I can look after my mental health</p>	<p>Being the same, being different</p> <p>Body image /Social media</p> <p>I can talk & listen in difficult discussions</p>	<p>Feeling good & being me</p> <p>Self-Integrity</p> <p>I can stay true to myself despite external pressures</p>	<p>Friends & Family</p> <p>Celebrating friendship</p> <p>I can talk about how I will maintain positive relationships</p>	<p>Strong emotions</p> <p>Happiness</p> <p>I have a good understanding of emotional wellbeing</p>	<p>Life Changes</p> <p>Moving on</p> <p>I can talk about changes I am looking forward to</p>

Appendix 2

Checklist prior to visit

Checklist for schools and agencies	
TIME AND PLACE	
Date(s) of involvement:	Time: From to Number of days / weeks:
Venue / room(s):	Agency arrival time:
Room Layout:	Agency to be greeted by:
Equipment required to be provided by the school:	Session plans: Attached: yes / no To be forwarded to:
PEOPLE	
School:	Agency name:
Contact details:	Specialism:
School address:	Agency address:

<p>Tel No:</p> <p>E-mail:</p>	<p>Tel No:</p> <p>E-mail:</p>
<p>Child protection teacher:</p> <p>Learning mentor / other contact:</p>	<p>Agency contact:</p> <p>Other Contact:</p>
<p>Teachers to be involved:</p>	<p>Do parents/carers need to be consulted before the session? yes / no</p>
<p>Have disclosure / confidentiality procedures been discussed? yes / no</p> <p>Other policies for consideration:</p>	<p>Is the school satisfied with the agencies DBS / liability arrangements? yes / no</p>
<p>Number of pupils:</p> <p>Key Stage:</p> <p>Year Group:</p>	<p>Learning needs:</p> <p>Other / individual needs:</p>
<p>Intended learning outcomes:</p>	<p>What has been taught previously?</p> <p>How will the work be continued?</p>

How will skills and progress be assessed?	Who will be present? How will they support the session?
How does the work support the CPD of teachers e.g. team teaching?	Do staff require / want any additional training? yes / no
How will the effectiveness of the session be evaluated by pupils? How will the effectiveness of the session be evaluated by adults?	Which routes for referral, procedures and services will pupils be signposted to?
AGREEMENTS	
Have any expenses been agreed to? yes / no	
Checklist completed by: Designation:	

Nurture

Discover

Respect

Date:

Meeting carried out: in person / by phone / other (please circle)