

Wandsworth Preparatory School

PSHE Policy and Relationship and Sex Education Policy

This policy applies all pupils in the school, including in the EYFS

BELLEVUE | EDUCATION

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by

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Checked by the Senior Leadership Team

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1 Introduction

At Wandsworth Preparatory School, we recognise our responsibility to promote the spiritual, moral, cultural, mental and physical development of our pupils. We aim to prepare pupils for the opportunities, responsibilities and experiences of adolescence and adult life. We seek to provide a safe and stimulating environment which, in partnership with parents and the wider community, will enable pupils to learn about moral, physical and emotional development.

This policy has been written in accordance with the DfE Relationships and Sex Education Guidance that was issued in July 2021.

This policy covers all pupils and year groups within the school, including the EYFS and sets out the School's approach to Personal, Social, Health and Economic Education (PSHE) and Relationships Education delivery and was produced through consultation with staff and parents in January 2021.

The School's PSHE Education programme provides a significant contribution to the schools' responsibility to:

- promote children and young people's wellbeing
- achieve the whole curriculum aims
- promote community cohesion
- provide careers education
- provide relationships education

2 Statutory Requirements

Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepares pupils at the school for opportunities, responsibilities and experiences of later life

The 2006 Education and Inspections Act placed a duty on Governing Bodies to promote the wellbeing of pupils at the school.

Revised Department for Education statutory guidance states that from September 2020 all schools must deliver Relationships Education (Primary) and Relationships and Sex Education (Secondary).

Should you wish to read the updated government guidance, please go to:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

3 Aims and Objectives

We believe that Personal, Social and Health Education (PSHE) and Relationships and Sex Education should give pupils the knowledge and skills they need to lead independent, healthy and confident lives and to become informed, active and responsible adults.

We aim to provide children with the tools to understand how they are developing personally and socially and whilst doing so, allowing them to be able to tackle successfully many of the moral, social and cultural issues that are part of growing up. Through PSHE and Relationships and Sex Education, we focus on well-being and the development of skills to enable pupils to form and maintain successful relationships, embrace change, feel positive about themselves and grow up enjoying healthy, safe, responsible and fulfilled lives. In terms of economic well-being and financial capability, we aim to teach pupils to begin to develop as questioning and informed consumers.

Our PSHE programme contributes to personal development of Relationships Education by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. We recognise that developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Separate Sex Education lessons, taught in Year 6, help to support the transition phase before children move into secondary school. Our Sex Education programme will be tailored according to the pupils physical and emotional maturity and will help to prepare children for the changes associate with adolescence as well as examining the human life cycle and how babies are conceived and born.

We make every effort to ensure that each child receives equal access to the PSHE and the Relationships Education and Sex Education regardless of ability, gender and culture. The programme of study takes into account the ages, aptitudes and needs of all pupils, including those with an EHC plan.

The programme of study promotes the fundamental British values of democracy, respect for the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. It prepares them to play an active part in modern British society.

Staff recognise their responsibilities under the Prevent strategy which aims to prevent the radicalisation of young people. Pupils are given the opportunity to understand the principle of democracy through the PSHE programme of study and by standing for the School Council or other positions of responsibility.

Staff are also aware of the possibility of FGM occurring within some cultures – they recognise the need to report any suspicions in this area arising from attitudes expressed or comments made during discussions and are also alert to any girls involved in unexplained absences.

The programme of study is flexible, giving staff the opportunity to respond to events and situations as they arise and to adapt or revise sessions according to the needs of the class or group.

Delivery of the PSHE and Relationships Education is through the 3D PSHE scheme of work which is a full programme which covers the EYFS to Upper KS2. The 3D PSHE develops well-rounded children who are healthy, sociable and emotionally literate. It covers key concepts and skills to support pupils' SMSC (moral, social and cultural) education, focusing on Health and Wellbeing, Relationships and Living in the Wider World. Naturally, British Values are at the heart of 3D PSHE with age-appropriate resources to support schools to discuss Extremism and Radicalisation with pupils.

3D PSHE prepares children for life in modern Britain today. It also helps pupils develop and apply skills and attitudes to allow them to become full and active citizens in our wider global community.

Delivery of the Sex Education programme will be taught using information provided by St George's Hospital. Lessons will be delivered separately into boys and girls initially and then the groups will join together for question time around puberty and sex education.

4 Definition of Relationships and Sex Education

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

RSE is an entitlement for all children and young people and must:

- Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision.
- Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief.
- Include the development of skills to support healthy and safe relationships and ensure good communication about these issues.
- Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media.
- Seeks to break down stereotypes, tackle negative behaviours and build a culture of positive tolerance and understanding consistently role modelled by all staff at the school.
- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care.
- Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner.
- Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding.
- Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision.
- Be delivered by competent and confident educators.
- Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

5 Roles and Responsibilities

From Summer 2021 PSHE and Relationships Education delivery will be monitored by the Head of Pastoral Care and Head of Phase Groups. These key members of staff will be responsible for liaising with other curriculum leads so that curriculum design in different areas complements the Relationships Education program, rather than repeating what is already taught.

Governance will oversee that the discharge of this policy ensures:

- all pupils make progress in achieving the expected educational outcomes.
- the subjects are well led, effectively managed and well planned.
- the quality of provision is subject to regular and effective self-evaluation.
- teaching is delivered in ways that are accessible to all pupils with SEND.
- clear information is provided for parents on the subject content
- Parents have the right to request that their child is withdrawn from the Year 6 Sex Education lessons.
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

6 Design and Delivery

The curriculum is designed around active engagement in learning. Pupils will be given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

As you will see from the below table, that the curriculum is delivered in a variety of ways, through timetabled PSHE lessons, class circle time from the EYFS to Key Stage 2, in assemblies, by visiting speakers such as health workers, police and external agencies who are invited into school to talk about their role in creating a positive and supportive local community.

The process of developing the key skills is ongoing and permeates many areas of school life, both outside the classroom as well as within it.

Aspects of the PSHE and Relationships Education programme are covered in the science curriculum. (See Appendix 1)

Lower School	Middle School	Upper School
Head of Pastoral Care and Head of Lower School	Head of Pastoral Care and Head of Middle School	Head of Pastoral Care and Head of Upper School
<ul style="list-style-type: none"> Curriculum time delivered by class teachers Use of '3D - Dimensions' programme as a source of PSHE and Relationships Education content. Additional resources may also be used to supplement lessons. PSHE is taught through other subjects/curriculum areas such as PSED in Early Years and Science in KS1. Weekly responsive circle times to address any relevant or topical issues impacting the children. PSHE or PSED delivered through whole school and extended timetable activities e.g. assemblies PSHE enabled through specific project for example awareness days/weeks through involvement in the life of the school and wider community PSHE through pastoral care and guidance 	<ul style="list-style-type: none"> PSHE Curriculum delivered by PSHE teachers in weekly sessions. Timetabled lessons via '3D - Dimensions' programme as a source of PSHE and Relationships Education content and scope. Additional resources may also be used to supplement lessons. Weekly responsive circle times to address any relevant or topical issues impacting the children. PSHE and Relationships Education is taught through other subjects/curriculum areas such as Science. PSHE enabled through specific projects for example awareness days/weeks PSHE delivered through whole school and extended timetable activities e.g. assemblies Through involvement in the life of the school and wider community Use of Peer Mediation and Girls on Board programmes to equip children with skills to manage relationships and conflict effectively. PSHE through pastoral care and guidance 	<ul style="list-style-type: none"> PSHE Curriculum delivered by form tutor teachers in weekly sessions. timetabled lessons via '3D - Dimensions' programme as a source of PSHE and RSE content and scope. Additional resources may also be used to supplement lessons. Weekly responsive form tutor period times to address any relevant or topical issues impacting the children. PSHE and Relationships Education is taught through other subjects/curriculum areas such as Science. Use of Peer Mediation and Girls on Board programmes to equip children with skills to manage relationships and conflict effectively. Assemblies addressing a range of PSHE issues through involvement in the life of the school and wider community PSHE through pastoral care

Best Practice in PSHE Education:

Any new topic in PSHE will be introduced taking into account pupils' prior knowledge and will complement, not replicate learning in other subjects.

The PSHE 3D Programme clearly outlines an overview of topics taught for each age group to ensure appropriate coverage and development across their time at school.

Pupils will be reassured that the majority of young people make positive healthy lifestyle choices

Pupils are helped to make connections between PSHE education and their 'real life' experiences, including online contexts.

Curriculum design around online presence and social media will link to our e-safety and safeguarding policy.

Fundamental to PSHE and Relationships Education is the need to discuss sensitive, challenging and sometimes controversial social and moral issues and to make sense of them in the context of the pupils' own experiences. Sessions are designed to teach all pupils from EYFS upwards to:

- discuss views which maybe contrary to their own
- give and receive relevant suggestions and criticism
- promote appreciation, courtesy, concern, respect, responsibility and understanding

The PSHE programme aims to equip all pupils with a range of skills and strategies, across the broad areas of learning outlined below, to enable them to build their knowledge and understanding and develop their attitudes and values. This begins during the Early Years Foundation Stage and is developed during Key Stage 1 and Key Stage 2.

We recognise that the acquisition of the desired skills and strategies is a continuous process that lies at the heart of the educational experience and contributes to the overall development of each child.

In considering the content of our curriculum, we referred to details of what the children should learn by the end of Primary School in pp. 20 – 22 of the Relationships and Sex Education Government Guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

See Appendix 2 for the 3D PSHE programme overview and Appendix 3 for Peer Mediation Programme Overview

7 Safe and Effective Practice

PSHE and RSE often draw on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering PSHE and Relationships Education will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the School's Child Protection and Safeguarding Policy.

8 Equality of Opportunity

Classroom practice and pedagogy will take into account pupils' development, age, ability, readiness and cultural background and pupils with SEND and will be adjusted accordingly to enable all students to access the learning. We will use PSHE and Relationships Education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system and wellbeing surveys. PSHE and Relationships Education delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

Relationships Education takes account of the faith of individual pupils whilst helping pupils from all backgrounds build positive and safe relationships and to thrive in modern Britain. When planning for teaching the religious background of pupils will be observed so that topics are appropriately handled.

Parents have the right to withdraw their children from the Year 6 Sex Education lessons.

9 Responsibilities and Delivery Overview

Lower School	Middle School	Upper School
Relationships Education Class teachers Head of Science	Relationships Education Class teachers Head of Science	Relationships Education Form teachers Head of Science Year 6 Sex Education Science Teacher
<p>The focus during Relationship Education focuses on:</p> <ul style="list-style-type: none"> - the fundamental building blocks and characteristics of positive relationships, with particular emphasis on friendships, family and relationships with other children and adults; - differences in families and their structure and respect for the individual circumstances of families <p>It addresses the relationships between:</p> <ul style="list-style-type: none"> - physical health and mental well being - the balance of online and other activities - emotion and the ability to express emotions <p>Unlike Relationships Education, Sex Education is not compulsory for pupils receiving primary education. At Wandsworth Prep, we will cover aspects of Sex Education as detailed below. This will be taught with boys and girls separate by the Head of Science.</p> <p>Science Curriculum</p> <ul style="list-style-type: none"> • To explore the main physical and emotional changes in boys and girls during puberty • To learn the scientific names for the male and female reproductive systems and their functions • To feel confident in asking questions about puberty and changes • To draw on knowledge of the human life cycle set out in the national curriculum for science <p>Sex Education – right to withdraw</p> <ul style="list-style-type: none"> • To know how semen leaves a man and enters a woman • To know how an egg is fertilised • To understand that sex between two consenting adults is a display of their love and affection for each other • To have the opportunity to ask questions by writing them and putting them into a box; teachers will answer those questions with the whole class if within the agreed sex education curriculum <p>Sex Education lessons will be delivered separately into boys and girls initially and then the groups will join together for question time around puberty and sex education.</p>		

10 Managing Difficult Questions

Clear boundaries for questioning are established and ground rules set as to what is appropriate and inappropriate, personal questions are not answered. At times, primary pupils may ask challenging or difficult questions which may go beyond what is set out to be covered.

If a teacher is asked a question that is too explicit, is age-inappropriate for the child or whole class or raises questions about sexual abuse, then it should be acknowledged with a promise to attend to it later on an individual basis. If a question is raised that alerts a member of staff that a child is at risk of sexual abuse school protection procedures should be followed. As the range of understanding may be considerable, a three level response to questions is advised:

1. Answer in class for all children to hear
2. Answer one-to-one away from other children
3. Refer back to parents/carers, with the child's consent, to establish their willingness to have their child's question answered.

11 Parents Right to Withdraw

Parents will not be able to withdraw their child from Relationships Education in primary school however, you may choose to withdraw your child from the Year 6 Sex Education sessions. To do so, please complete the consent form in Appendix 4.

12 Intended Outcomes

Through our PSHE and Relationships Education programme, pupils will:

- Develop the knowledge, skills and personal attributes they need to manage their lives now and in the future.
- Learn to make responsible decisions e.g. about alcohol, drugs, relationships and future careers
- Learn to recognise and manage risk and take increasing responsibility for themselves and their actions both online and in their daily lives.
- Understand the importance of wellbeing and how to tackle issues that can affect their ability to learn and their mental health.
- Understand the characteristics of and the importance of building healthy and positive relationships both online and in their daily lives.
- Develop skills such as teamwork, communication and resilience.
- Be encouraged to make positive contributions to their families, schools and communities.
- Explore differences and learn to value diversity in all its forms.
- Reflect on their own individual values and attitudes.
- Identify and articulate feelings and emotions and manage difficult situations positively.
- Learn about the world of work.
- Learn to manage their money and finances effectively.

Please refer to page 20-22 of the Relationships and Sex Education Government guidance to see what children should know by end of primary

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

13 Monitoring and Assessment

The effectiveness of the PSHE and Relationship Education provision will be evaluated through: annual governance and through identifying the school's own internal processes such as lesson observations and book looks.

Areas for assessment:

Pupils' knowledge and understanding through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about pupils' progress. This may include: any presentations, written evidence, group work and observations.

Application of knowledge and skills is also assessed for example in wider school participation, through resolving conflict, making decisions and forming positive relationships. Pupil voice will be influential in adapting and amending the material for PSHE and Relationships Education to ensure it is up to date and relevant.

14 Monitoring and Review

The Head of Pastoral Care in conjunction with the Senior Leadership Team are responsible for monitoring the standards of pupils' work and the quality of teaching. The Head of Pastoral Care provides a lead and direction for the subject to ensure continuity and progression throughout the school, overseeing termly planning and regularly reviewing the programme of study to ensure it reflects the latest guidance.

15 Confidentiality

Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.

During lessons, pupils are made aware of counselling and information services both in and out of school and offered appropriate support where necessary.

16 EYFS

In the Early Years Foundation Stage, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and the accompanying statutory guidance do not apply; however Personal Social and Emotional Development (PSED) is one of the prime areas within the EYFS curriculum and age-appropriate provision is made accordingly. Please see below for the relevant information from the EYFS curriculum framework (2017).

EYFS Curriculum Framework (2017)

Physical Development

Health and self-care

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. pp 11

Personal, Social and Emotional Development (pp.8)

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities

Further detail below from pp. 11

Self-confidence and self-awareness:

children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour:

children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships:

children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Appendix 1: Science National Curriculum Links

Animals Including Humans

Key Stage One

Year 1

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (pp.8)

Year 2

- notice that animals, including humans, have offspring which grow into adults
- 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. (pp. 11)

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
- identify that humans and some other animals have skeletons and muscles for support, protection and movement. (pp. 17)

Year 4

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey. (pp. 21)

Year 5

- describe the changes as humans develop to old age. (pp. 27)

Year 6

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans. (pp.31)

Appendix 2: 3D PSHE Scheme Overview

	YEARS ONE / TWO	YEARS THREE / FOUR	YEARS FIVE / SIX
RECOGNISE	<p>Ci1 Recognise the difference between good and bad choices</p> <p>Ci2 Recognise the difference between right and wrong and what is fair and unfair</p>	<p>Ci8 Show awareness of issues affecting communities and groups</p> <p>Ci9 Recognise the need to take responsibility for actions</p> <p>Ci10 Identify the difference between needs and wants</p> <p>Ci11 Identify and understand why laws are made and how they are applied justly</p> <p>Ci12 Recognise the importance of local organisations in providing for the needs of the local community</p>	<p>Ci17 Recognise how rights need to be balanced against responsibilities in order to protect individuals and communities from injustice</p> <p>Ci18 Recognise that communities and the people within them are diverse, changing and interconnected</p> <p>Ci19 Recognise that people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others</p> <p>Ci20 Identify different forms of discrimination against people in societies</p>
REFLECT	<p>Ci3 Consider ways of looking after the school or community and how to care for the local environment</p> <p>Ci4 Identify the importance of rules and be able to say why rules applying to them are necessary</p>	<p>Ci13 Reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally</p> <p>Ci14 Reflect on the impact of people's actions on others and the environment</p>	<p>Ci21 Discuss how people can live and work together to benefit their communities</p> <p>Ci22 Consider the impact that discrimination has on people's lives</p> <p>Ci23 Consider the main features of a democracy</p>
RESPOND	<p>Ci5 Express views and take part in decision-making activities to improve their immediate environment or community</p> <p>Ci6 Take turns and share as appropriate</p> <p>Ci7 Suggest rules that would improve things for the common good</p>	<p>Ci15 Work co-operatively, showing fairness and consideration to others</p> <p>Ci16 Make decisions, giving consideration to the impact they may have on others</p>	<p>Ci24 Work collaboratively towards common goals</p> <p>Ci25 Reach agreements, make decisions and manage discussions to achieve positive results</p> <p>Ci26 Engage actively with democratic processes and address issues of concern to them through their actions and decision-making</p>

RECOGNISE	REFLECT	RESPOND
<p>HW1 Know how to keep safe and how and where to get help</p> <p>HW2 Recognise right and wrong, what is fair and unfair and explain why</p> <p>HW3 Recognise how attitude and behaviour, including bullying, may affect others</p> <p>HW4 Recognise and respect similarities and differences between people</p> <p>HW5 Recognise and respond to issues of safety relating to themselves and others and how to get help</p> <p>HW6 Recognise and manage risk in everyday activities</p> <p>HW7 Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying</p> <p>HW8 Recognise stereotyping and discrimination</p> <p>HW9 Recognise their strengths and how they can contribute to different groups</p> <p>HW10 Recognise the factors influencing opinion and choice, including the media</p> <p>HW11 Recognise how their behaviour and that of others may influence people both positively and negatively</p> <p>HW12 Recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health</p>	<p>HW13 Listen to and show consideration for other people's views</p> <p>HW14 Identify and talk about their own and others' strengths and weaknesses and how to improve</p> <p>HW15 Listen to, reflect on and respect other people's views and feelings</p> <p>HW16 Negotiate and present their own views</p> <p>HW17 Self-assess, understanding how this will help their future actions</p>	<p>HW18 Work and play independently and in groups, showing sensitivity to others</p> <p>HW19 Use strategies to stay safe when using ICT and the internet</p> <p>HW20 Work independently and in groups, taking on different roles and collaborating towards common goals</p> <p>HW21 Use ICT safely including keeping electronic data secure</p> <p>HW22 Take the lead, prioritise actions and work independently and collaboratively towards goals</p> <p>HW23 Set goals, prioritise and manage time and resources, understanding how this will help their future actions</p> <p>HW24 Challenge stereotyping and discrimination</p> <p>HW25 Manage risk in everyday activities</p> <p>HW26 Take responsibility for their own safety and the safety of others and be able to seek help in an emergency</p> <p>HW27 Use ICT safely including using software features and settings</p> <p>HW28 Respond to challenges, including recognising, taking and managing risk</p>

YEAR ONE / TWO				
	ECONOMIC WELLBEING	EMOTIONAL WELLBEING	PHYSICAL WELLBEING	RELATIONSHIPS
RECOGNISE	<p>PW1 Identify the different types of work people do and learn about different places of work</p> <p>PW2 Recognise where money comes from and the choices people make to spend money on things they want and need</p>	<p>PW5 Recognise what they like and dislike</p> <p>PW6 Recognise what they are good at</p> <p>PW7 Recognise, name and manage their feelings in a positive way</p>	<p>PW11 Recognise why healthy eating and physical activity are beneficial</p> <p>PW12 Recognise that some substances can help or harm the body</p> <p>PW13 Recognise the simple physical changes to their bodies experienced since birth</p>	<p>PW18 Recognise that there are people who care for and look after them</p> <p>PW19 Identify different relationships that they have and why these are important</p> <p>PW20 Recognise how their behaviour affects other people</p>
REFLECT	<p>PW3 Understand that we cannot always afford the items we want to buy</p>	<p>PW8 Understand the difference between impulsive and considered behaviour</p>	<p>PW14 Reflect on the similarities and differences between people</p>	<p>PW21 Consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying</p>
RESPOND	<p>PW4 Contribute to enterprise activities</p>	<p>PW9 Share their opinions on things that matter to them</p> <p>PW10 Make positive real-life choices (television, games, money)</p>	<p>PW15 Demonstrate basic road safety skills</p> <p>PW16 Make simple choices that improve their health and well being e.g. healthy eating</p> <p>PW17 Manage basic personal hygiene</p>	<p>PW22 Seek help from an appropriate adult when necessary</p> <p>PW23 Develop positive relationships through work and play</p>

YEAR THREE / FOUR				
	ECONOMIC WELLBEING	EMOTIONAL WELLBEING	PHYSICAL WELLBEING	RELATIONSHIPS
RECOGNISE	<p>PW24 Recognise why people work</p> <p>PW25 Identify the range of jobs carried out by the people they know</p> <p>PW26 Recognise what influences the choices people make about how money is spent</p>	<p>PW29 Face new challenges positively and know when to seek help</p>	<p>PW35 Show awareness of changes that take place as they grow</p> <p>PW36 Recognise that there are medicines and some other substances that can be used in a safe way to improve health</p>	<p>PW42 Identify strategies to respond to negative behaviour constructively and ask for help</p>
REFLECT	<p>PW27 Reflect on the range of skills needed in different jobs</p>	<p>PW30 Begin to reflect on their worth as individuals by identifying positive things about themselves and their achievements</p> <p>PW31 Reflect on own mistakes and make amends</p>	<p>PW37 Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle</p>	<p>PW43 Understand the nature and consequences of negative behaviours such as bullying, aggressiveness</p>
RESPOND	<p>PW28 Suggest how they can contribute to a range of activities that help them to become more enterprising</p>	<p>PW32 Talk about their views on issues that affect themselves and their class</p> <p>PW33 Begin to make responsible choices and consider consequences</p> <p>PW34 Develop strategies for managing and controlling strong feelings and emotions</p>	<p>PW38 Extend strategies to cope with risky situations</p> <p>PW39 Behave safely and responsibly in different situations</p> <p>PW40 Follow school rules about health and safety and know where to get help</p> <p>PW41 Begin to make informed lifestyle choices</p>	<p>PW44 Empathise with another viewpoint</p> <p>PW45 Form and maintain appropriate relationships with a range of different people</p>

YEAR FIVE / SIX				
	ECONOMIC WELLBEING	EMOTIONAL WELLBEING	PHYSICAL WELLBEING	RELATIONSHIPS
RECOGNISE	<p>PW46 Identify the skills they need to develop to make their own contribution in the working world in the future</p> <p>PW47 Recognise how people manage money and learn about basic financial capability</p>	<p>PW51 Recognise that people can feel alone and misunderstood and learn how to give appropriate support</p>	<p>PW57 Identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends</p> <p>PW58 Recognise that when the body changes during puberty it can affect feelings and behaviour</p> <p>PW59 Recognise when physical contact is acceptable and unacceptable</p>	<p>PW63 Recognise that positive friendships and relationships can promote health and wellbeing</p> <p>PW64 Identify how to find information and advice through help lines</p> <p>PW65 Recognise how new relationships may develop</p>
REFLECT	<p>PW48 Make connections between their learning, the world of work and their future economic wellbeing</p>	<p>PW52 Talk, write and explain their views on issues that affect the wider environment</p> <p>PW53 Reflect on how to deal with feelings about themselves, their family and others in a positive way</p>	<p>PW60 Understand the physical and emotional changes that take place during puberty, why they are taking place and the importance of personal hygiene</p>	<p>PW66 Reflect on the many different types of relationships that exist</p> <p>PW67 Judge what kind of physical contact is acceptable or unacceptable in relationships</p>
RESPOND	<p>PW49 Look after their money and realise that future wants and needs may be met through saving</p> <p>PW50 Show initiative and take responsibility for activities that develop enterprise capability</p>	<p>PW54 Begin to set personal goals</p> <p>PW55 Take action based on responsible choices</p> <p>PW56 Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures</p>	<p>PW61 Take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle</p> <p>PW62 Make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs</p>	<p>PW68 Manage changing emotions and recognise how they can impact on relationships</p> <p>PW69 Talk with a wide range of adults</p>

Appendix 3: Peaceworks Peer Mediation Overview

Year Two

Objectives:

1. To enable pupils to understand and begin to develop skills in the foundation steps of conflict resolution
2. To enable pupils to be able to take part in a simple mediation process with their peers
3. To provide the opportunity for some pupils to undertake extra training to be able to become Mini Peer Mediators on the playground with appropriate support

Outcomes

At the end of this unit pupils will:

- Have a vocabulary to be able to express what has happened in minor conflict situations
- Have an awareness of some things that can cause conflict
- Have had the opportunity to develop the core conflict resolution skills of storytelling, active listening and brainstorming.

Year 3

Objectives:

1. To enable pupils to understand the value of friendships
2. To enable pupils to understand what sometimes makes friendships go wrong
3. To enable pupils to develop the key principles of conflict resolution
4. To equip pupils with relevant skills to be able to take part in a simple mediation process and begin to use the school's Peer Mediation Service with understanding

Outcomes

At the end of this unit pupils will:

- Have reflected on the value of friendships
- Have an understanding of what can make friendships go wrong
- Have practiced expressing their feelings and 'telling their story'
- Have had the opportunity to develop the core skill of listening
- Have had the opportunity to develop the skill of thinking of solutions to conflicts
- Have identified people who can help them when they are in conflict situations
- Be better equipped to engage in Peer Mediation interventions

Year 4

Objectives:

1. To demonstrate that conflict is part of life and friendship
2. To learn how to recognise when conflict is happening to ourselves and those
3. around us
4. To develop a vocabulary to communicate what is happening and the feelings generated by conflict
5. To learn the three core skills of active listening, I messaging and brainstorming in order to enable pupils to manage conflict situations proactively

Outcomes

- At the end of this unit pupils will have an understanding of and a vocabulary for low level conflict related issues.
- Pupils will be able to identify what happens when they are in a conflict and understand how this can escalate.
- Pupils will have learnt three core skills of Active Listening, Brainstorming and I messaging.
- They will understand how the use of these skills can help them to de-escalate conflict situations.
- If Peer Mediators are available in the school, pupils will be better equipped with the skills they need to use the mediators to help them resolve conflicts they are unable to deal with on their own.

Year 5

Objectives:

To revisit the core idea that conflicts are part of life and that we can learn to

1. manage conflict
2. understand what mediation is and how it works
3. understand the elements of the mediation process
4. be able to informally practise simple mediation interventions with their peers.
5. To be well equipped to make use of the Peer Mediation Service in their school

Outcomes

- At the end of this unit pupils will have further developed their knowledge of the language of conflict resolution.
- Pupils will be able to use the ABCD of the Mediation Process.
- If Peer Mediators are available in the school, pupils will be better equipped with the skills they need to use the mediators to help them resolve conflicts they are unable to deal with on their own.

Year 6

Objectives:

1. To have sufficient knowledge and skills to be able to understand and participate in mediation interventions
2. To have sufficient training to be able to volunteer to be part of a Peer Mediation Team operating in the playground
3. To have engaged in the process of deciding how Peer Mediation is best implemented in their school
4. To provide an opportunity for pupils to develop life skills in the area of conflict resolution

Outcomes

- Pupils will have reinforced previous learning of the three core skills of Active Listening, Brainstorming and I Messaging.
- They will understand how the use of these skills can help them to de-escalate conflict situations and will be aware of how they can use these in everyday life.
- Pupils will have sufficient training and understanding to volunteer to be part of a Peer Mediation Team in their playground
- Pupils will have developed life skills that will enable them to manage conflict more effectively in their own lives.

Appendix 4: Consent Form



Dear Jo Fife

I, _____, would like to withdraw my child,

_____, from the non-compulsory Sex Education lessons.

Many thanks

Signed _____

Date _____