



Devonshire Primary Academy PSHE Policy



Adopted by Governors/HT: HT
Review period: 3 Years
Last review date: September 2021
Person responsible for policy: PSHE Coordinator

Introduction and overview

At Devonshire Primary Academy, PSHE Education is at the heart of our curriculum. We are committed to ensuring our children become well-rounded, resilient individuals who are equipped to deal with any issues that they might have to cope with. We do this through a mixture of following the Coram Life Education curriculum and 'Team Huddles' that teachers plan specifically for their own class. Coram Life Education provides coverage of the PSHE Programme of Study (see Appendix 1) and we have added topics that are relevant for our children based on pupil, parent and staff voice.

Policy Context and Rationale

This policy covers our approach to PSHE and was developed through carefully looking at Coram Life Education Curriculum and ensuring coverage of PSHE Association Programme of Study (Appendix 1), listening to pupil voice by asking students to rank topics and taking part in discussion (Appendix 2), meeting with PSHE leads from our MAT and discussion with staff at INSET. Healthy lifestyles, healthy relationships and keeping safe were identified as a priority for our children. There were also discussions with School Governors and parental feedback in the form of several questionnaires.

Policy Availability

This policy will be available on the school website and parents will be informed of this during consultation meetings.

Policy Aims and Objectives

Our PSHE education programme is underpinned by our school ethos of ensuring we are 'The best that we can be.' We encourage the development of self-esteem and self-discipline. We aim to meet the emotional needs of our children and prepare them for the opportunities, responsibilities and experiences of adult life.

Creating a Safe and Supportive Learning Atmosphere

It is essential to begin the year by creating a safe, secure learning environment. This will help children feel confident to share their ideas, values and attitudes without fear of negative feedback from their peers. A safe learning environment with clear boundaries also helps teachers to manage discussions on sensitive issues with greater confidence. To do this we:

- Work with pupils to establish ground rules about how they will behave towards each other in discussion, rather than imposing rules on them.
- Provide opportunities for children to ask questions anonymously, by using a Question Box or 'Ask it Basket'.
- Offer opportunities for pupils to discuss issues in small groups as well as sharing views with the class; this can help some children to feel more confident.
- Provide balanced information including a variety of views to help pupils clarify their own opinions (whilst being clear that behaviours such as discrimination and bullying are never acceptable in any form).
- Are aware of and sensitive to the needs and experiences of individual children that may have direct experience of some of the issues being discussed.

- Provide information to children about how they can get help and support both in school and outside, as appropriate.
- Depersonalise discussions by using distancing techniques – stories, role-play, scenarios of real situations but with fictional characters.

These ground rules should be:

- Written in children's own words
- Displayed in the classroom
- Monitored by children themselves
- Upheld consistently by the teacher as well as the children, without exception.

Entitlement and Equal Opportunity

Teaching will take into account the age, ability, readiness, and cultural backgrounds of the children to ensure that all can fully access PSHE education provision. Full PSHE education provision should be accessible to every pupil. We promote diversity and inclusion and we consider all pupils' needs by ensuring that there is a safe learning environment where children can share their views without feeling judged. We teach acceptance, which includes learning about a range of family circumstances. We expect our pupils to consider others' needs by teaching and modelling tolerance and acceptance.

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed and, in some cases, the content or delivery is adapted. Teachers and/or learning support assistants should work with individual pupils where it is required and if it is appropriate.

Intent

Personal, social, health and economic education (PSHE) is an important and compulsory part of all pupils' education. Through a planned programme of learning, we aim to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. As part of a whole school approach, we aim to develop the attributes that our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community.

Intended Learning

Active engagement in learning is most effective and pupils need opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

They also need a comprehensive, balanced and relevant body of factual information to inform their present and future choices. We aim for our children to be able to be assertive and express their views whilst remaining tolerant and understanding of others. We want to equip our children with the information they need to make the right choices and know how to deal with issues such as bullying and peer pressure. They will foster healthy relationships, know their rights and responsibilities, contribute to the community and be **'the best that we can be.'**

Implementation

PSHE Education at Devonshire is taught through SCARF, which covers the intended outcomes suggested by the PSHE Association and through 'Team Huddles' to address issues relevant to individual classes. Active engagement in learning, rather than passively receiving information, is most effective when teaching PSHE education. The 'Question Box' or 'Ask it Basket' is there to ensure children can ask questions and children complete an assessment before and after each unit to identify areas of need and ensure progress has been made.

Learning and Teaching

At the start of each topic, it is essential to establish a starting point. This is done using the pre-unit assessment activity from SCARF. Pupils will bring differing levels of knowledge and understanding to any issue explored through PSHE education. Often this prior learning is more complex than we might assume. The pre-assessment will also enable teachers to make effective judgements about the pupils' development and progression in learning.

Research shows that attempts to scare or shock young people into making a healthy choice rarely work, and can indeed 'backfire' by inadvertently creating excitement, curiosity or even status among pupils who accept the risk. Although consequences are made clear, our pupils are assured that the majority of young people actually make positive, healthy lifestyle choices.

It is important that pupils are helped to make connections between the learning they receive in PSHE education and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in PSHE education. Children will be encouraged to reflect on their learning and record thoughts and information in their curriculum book.

The key concepts and skills highlighted in the PSHE Programme of Study are taught using SCARF across all age groups. This ensures progression in knowledge, attitudes and values, and skills – including the key skills of social and emotional learning, known to improve outcomes for children. In addition to this, we have added some topics relevant in particular to our children. These are highlighted in our school's progression document. The topics are revisited many times and linked to real life contexts. The three core areas from the PSHE association have been broken down into 6 topics which are:

Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
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In addition to this, we feel it is important to have 'Team Huddles.' This is where teachers use the 'Question Box' or 'Ask it Basket' to answer any questions or take time to deal with pupils' worries, concerns or suggestions. These are tailored to suit each class or can be used to discuss something particularly relevant for the time (e.g. well-being and looking after ourselves, name calling, how to deal with emotions, etc.). To record this, teachers will use their PSHE file to make a note of topics covered and plan ahead if there is something they feel the class would benefit from.

These two aspects of PSHE are timetabled weekly. Teachers are responsible for delivering PSHE education to their own class after establishing the ground rules together to create a safe environment. Our provision is further enhanced by our links with Coram Life Education who provide both advice and workshops, which are delivered by experienced educators.

Visitors to the classroom can bring their expertise or personal stories to enrich pupil's learning. However, the teacher will always manage this learning, ensuring that any input from visitors is part of a planned, developmental programme rather than a substitute for it. Teachers are always present to manage the learning, and to ensure that it is safe.

There will be examples of PSHE education in each class 'Floor Book' and recording will take place in curriculum books where appropriate. These books will also contain a 'Knowledge organiser' at the beginning of each unit and the unit assessment sheet which is used at the beginning and end of each unit to identify areas of need and reflect progress.

EYFS

SCARF supports and contributes to the EYFS framework's Early Learning Goals, Characteristics of Effective Learning and Development Matters statements, particularly Personal Social, Emotional Development and Communication and Language (Appendix 3). As with all Early Years practice, the focus for SCARF assessment is through teacher observation. SCARF Early Years plans form part of a spiral curriculum that provides the essential building blocks needed to meet the DfE's new Relationships Education and Health Education requirements, statutory from September 2020. The content of SCARF plans takes into account the end of primary school requirements. The EYFS Medium Term Overviews show SCARF coverage.

Confidentiality

Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. Whilst working in the classroom, external contributors, including school nurses, are bound by the *school's* confidentiality policy, not their own.

If any person believes that a child is at risk or in danger, they must discuss this with the designated safeguarding lead (DSL) who acts in line with the Safeguarding Children Policy. All staff members are familiar with the policy. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Answering Questions

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. They can ask questions in lessons or place questions in the question box. However, consideration should be given to how to respond to questions. If necessary, teachers also know they can ask a pupil to wait for an answer, giving them time to consult with the school's leadership team if they feel this appropriate (*e.g. 'That is a really interesting question and I need time to think because I want to give you a proper answer.'*)

PSHE education will be monitored by the coordinator who will check PSHE plans in folders, check work in floor books and through discussion with staff and children.

Impact

Our aim through PSHE is that:

<p>Devonshire children know how to: Agree to disagree Deal with bullying Compromise Explain how they feel Follow rules</p>	<p>Devonshire children: Are respectful and tolerant See beyond the stereotype Understand why people show prejudiced behaviour and how to deal with this</p>	<p>Devonshire children: Understand medicines can be helpful or harmful Understand we have emotional needs that need to be met Know that online images and what our peers tell us is not always accurate</p>	<p>Devonshire children can: Give examples of their rights and responsibilities Help look after their school and community environment</p>	<p>Devonshire children: Have high aspirations for their future Can overcome problems and set goals Explain how to be healthy</p>	<p>Devonshire children can: Understand we change as we grow up and explain these changes Use appropriate vocabulary for parts of the body</p>
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Each half term each unit will be assessed using the SCARF Summative assessment to give teachers chance to reflect on the learning that has taken place. Children will record work in reflection books when appropriate.

Other Policies

This policy links with the Relationship and Sex Education Policy. It also complements the anti-bullying policy, E-safety policy and safeguarding policy.

Involving Parents and Carers

The school understands the important role that parents play in their child’s education, in particular their PSHE education. We have a good relationship with parents and open communication. Parents and carers have been consulted through a Parent App questionnaire and their responses considered and included in the curriculum. Parents cannot withdraw their children from PSHE education and Relationship lessons.

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Appendix 1



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How PSHE Association Programme of Study is covered by SCARF



KS1: Health and Wellbeing

Learning Opportunity

SCARF lesson plans

H1. What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.	<ul style="list-style-type: none"> ● Y1 Eat well ● Y1 Super sleep ● Y1 I can eat a rainbow ● Y1 Healthy me ● Y2 My body needs...
H2. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.	<ul style="list-style-type: none"> ● Y1 Eat well ● Y2 My day
H3. To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.	<ul style="list-style-type: none"> ● Y1 Harold learns to ride his bike
H4. About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.	<ul style="list-style-type: none"> ● Y1 Our feelings ● Y1 Thinking about feelings ● Y2 Let's all be happy!
H5. About change and loss and the associated feelings (including moving home, losing toys, pets or friends).	<ul style="list-style-type: none"> ● Y1 Harold loses Geoffrey ● Y2 Sam moves away
H6. The importance of and how to maintain personal hygiene.	<ul style="list-style-type: none"> ● Y1 Harold's wash and brush up ● Y2 Harold's bathroom
H7. How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.	<ul style="list-style-type: none"> ● Y1 Catch it! Bin it! Kill it! ● Y2 Harold's postcard - helping us to keep clean and healthy
H8. About the process of growing from young to old and how people's needs change.	<ul style="list-style-type: none"> ● Y1 Then and now ● Y1 Taking care of a baby ● Y2 Haven't you grown!
H9. About growing and changing, and new opportunities and responsibilities that increasing independence may bring.	<ul style="list-style-type: none"> ● Y1 Then and now ● Y2 Haven't you grown!
H10. The names for the main parts of the body (including external genitalia); the similarities and differences between boys and girls.	<ul style="list-style-type: none"> ● Y1 Keeping privates private ● Y1 Inside my wonderful body! ● Y2 What does my body do? ● Y2 My body, your body
H11. That household products, including medicines, can be harmful if not used properly.	<ul style="list-style-type: none"> ● Y1 What could Harold do? ● Y2 Harold's picnic

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Learning Opportunity

SCARF lesson plans

H12. Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.

- Y1 Who can help? (1)
- Y2 How safe would you feel?

H13. About people who look after them, their family networks, who to go to if they are worried and how to attract their attention.

- Y1 Who can help? (1)
- Y1 Thinking about feelings
- Y2 How safe would you feel?

H14. About the ways that pupils can help the people who look after them to more easily protect them.

- Y1 Who can help? (1)
- Y2 What should Harold say?

H15. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets.

- Y1 Who can help? (1)
- Y1 Surprises and secrets
- Y1 Thinking about feelings
- Y1 Harold's school rules
- Y2 What should Harold say?
- Y2 Should I tell?
- Y2 Some secrets should never be kept

H16. What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.

- Y1 Keeping privates private
- Y2 Respecting privacy

KS1: Relationships

Learning Opportunity

SCARF lesson plans

R1. To communicate their feelings to others, to recognise how others show feelings and how to respond.

- Y1 Our feelings
- Y2 How are you feeling today?

R2. To recognise that their behaviour affects other people.

- Y2 How do we make others feel?

R3. The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.

- Y1 Surprises and secrets
- Y2 Should I tell?

R4. To recognise what is fair and unfair, kind and unkind, what is right and wrong.

- Y1 It's not fair!
- Y2 An act of kindness

R6. To listen to other people, and play and work cooperatively (including strategies to resolve simple arguments through negotiation).

- Y1 How are you listening?
- Y2 Solve the problem

R7. To offer constructive support and feedback to others.

- Y1 Pass on the praise!
- Y2 A helping hand

R8. To identify and respect the differences and similarities between people.

- Y1 Same or different?
- Y2 What makes us who we are?

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Learning Opportunity

SCARF lesson plans

R9. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.

- Y1 Who are our special people?
- Y2 Being a good friend
- Y2 My special people

R10. To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).

- Y1 Good or bad touches?
- Y2 I don't like that!

R11. That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).

- Y1 Feelings and bodies
- Y2 Fun or not?

R12. To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.

- Y1 Good friends

R13. To recognise different types of teasing and bullying; to understand that these are wrong and unacceptable.

- Y1 Unkind, tease or bully?
- Y2 Types of bullying
- Y2 Bullying or teasing?

R14. Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.

- Y1 Who can help? (2)
- Y2 Don't do that!

KS1: Living in the Wider World

Learning Opportunity

SCARF lesson plans

L1. How they can contribute to the life of the classroom and school.

- Y1 Why we have classroom rules
- Y2 Our ideal classroom (1)

L2. To help construct, and agree to follow group, class and school rules, and to understand how these rules help them.

- Y1 Why we have classroom rules
- Y1 Harold's school rules
- Y2 Our ideal classroom (2)

L3. That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).

- Y1 Taking care of something
- Y2 Getting on with others
- Y2 When I feel like erupting

L4. That they belong to various groups and communities such as family and school.

- Y1 Our special people balloons
- Y2 When someone is feeling left out

L5. What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).

- Y1 Around and about the school
- Y2 How can we look after our environment?

L6. That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.

- Y1 Harold's money
- Y2 Harold saves for something special

L7. About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices.

- Y1 How should we look after our money?
- Y2 Harold goes camping

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Learning Opportunity

SCARF lesson plans

L8. Ways in which they are all unique; understand that there has never been, and will never be, another 'them'.

- **Y2** My body, your body

L10. About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.

- **Y2** Feeling safe

KS2: Health and Wellbeing

Learning Opportunity

SCARF lesson plans

H1. What positively and negatively affects their physical, mental and emotional health.

- **Y3** Body team work
- **Y4** SCARF Hotel
- **Y4** When feelings change
- **Y5** Getting fit
- **Y6** Media manipulation
- **Y6** Five Ways to Wellbeing project

H2. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.

- **Y3** Raisin challenge (1)
- **Y3** Derek cooks dinner! (healthy eating)
- **Y4** SCARF Hotel
- **Y4** Making choices (formerly Ed6 Learns to be hu
- **Y5** It all adds up!

H3. To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.

- **Y3** Derek cooks dinner! (healthy eating)
- **Y4** SCARF Hotel

H4. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.

- **Y3** I am fantastic!
- **Y5** Star qualities?
- **Y6** I look great!
- **Y6** Fakebook friends
- **Y6** Media manipulation

H5. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.

- **Y3** Top talents
- **Y4** What makes me ME!
- **Y5** Different skills
- **Y6** This will be your life!

H6. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.

- **Y4** When feelings change
- **Y4** An email from Harold!
- **Y5** How are they feeling?

H7. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.

- **Y4** When feelings change
- **Y5** Our emotional needs
- **Y6** Joe's story (part 1)
- **Y6** Joe's story (part 2)

H8. About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.

- **Y3** My special pet
- **Y4** Moving house

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Learning Opportunity

SCARF lesson plans

	<ul style="list-style-type: none"> • Y5 Dear Hetty • Y6 Helpful or unhelpful? Managing change
H9. To differentiate between the terms, 'risk', 'danger' and 'hazard'.	<ul style="list-style-type: none"> • Y3 The Risk Robot • Y4 Danger, risk or hazard? • Y5 Would you risk it?
H10. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.	<ul style="list-style-type: none"> • Y3 Raisin challenge (1) • Y5 Jay's dilemma • Y5 Would you risk it? • Y6 What's the risk? (1) • Y6 What's the risk? (2)
H11. To recognise their increasing independence brings increased responsibility to keep themselves and others safe.	<ul style="list-style-type: none"> • Y4 Under pressure • Y5 Independence and responsibility
H12. That bacteria and viruses can affect health and that following simple routines can reduce their spread.	<ul style="list-style-type: none"> • Y3 Poorly Harold • Y6 What is HIV?
H13. How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.	<ul style="list-style-type: none"> • Y4 Raisin challenge (2) • Y6 Alcohol: what is normal?
H14. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong.	<ul style="list-style-type: none"> • Y3 Raisin challenge (1) • Y3 Safe or unsafe? • Y4 Keeping ourselves safe • Y5 Being assertive • Y6 Behave yourself • Y6 What's the risk? (2)
H16. What is meant by the term 'habit' and why habits can be hard to change.	<ul style="list-style-type: none"> • Y5 'Thinking' about habits • Y6 Rat Park
H17. Which, why and how, commonly available substances and drugs (including alcohol, nicotine in tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.	<ul style="list-style-type: none"> • Y3 Help or harm? • Y3 Alcohol and cigarettes: the facts • Y4 Medicines: check the label • Y5 Drugs: true or false? • Y6 Drugs: it's the law! • Y6 What sort of drug is...?
H18. How their body will, and emotions may, change as they approach and move through puberty.	<ul style="list-style-type: none"> • Y3 My changing body • Y4 All change! • Y4 Period positive • Y4 My feelings are all over the place! • Y5 Changing bodies and feelings • Y5 Help! I'm a teenager - get me out of here! • Y5 Growing up and changing bodies • Y6 Is this normal?
H19. About human reproduction.	<ul style="list-style-type: none"> • Y3 My changing body

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SCARF lesson plans

	<ul style="list-style-type: none"> ● Y4 Period positive ● Y4 All change! ● Y6 Making babies
H20. About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.	<ul style="list-style-type: none"> ● Y5 Growing up and changing bodies ● Y6 Is this normal? ● Y6 Acting appropriately
H21. Strategies for keeping physically and emotionally safe including road safety (including cycle safety - the Bikeability programme) and safety in the environment (including rail, water and fire safety).	<ul style="list-style-type: none"> ● Y4 Picture Wise ● Y5 Spot bullying ● Y6 It's a puzzle ● Y6 Traffic lights
H22. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.	<ul style="list-style-type: none"> ● Y3 None of your business! ● Y4 Picture Wise ● Y5 Play, like, share ● Y6 Traffic lights ● Y6 Think before you click! ● Y6 To share or not to share? ● Y6 It's a puzzle
H23. About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.	<ul style="list-style-type: none"> ● Y3 Helping each other to stay safe ● Y4 Who helps us stay healthy and safe? ● Y5 Independence and responsibility
H24. The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)	<ul style="list-style-type: none"> ● Y5 Play, like, share
H25. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.	<ul style="list-style-type: none"> ● Y3 None of your business! ● Y5 Play, like, share

KS2: Relationships

Learning Opportunity

SCARF lesson plans

R1. To recognise and respond appropriately to a wider range of feelings in others.	<ul style="list-style-type: none"> ● Y4 Different feelings ● Y5 How good a friend are you? ● Y6 Dan's day
R2. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.	<ul style="list-style-type: none"> ● Y3 Friends are special ● Y3 Relationship Tree ● Y3 Looking after our special people ● Y4 Ok or not ok? (part 1) ● Y5 Relationship cake recipe ● Y6 Solve the friendship problem
R3. To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.	<ul style="list-style-type: none"> ● Y3 Relationship Tree

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SCARF lesson plans

R4. To recognise different types of relationships, including those between acquaintances, friends, relatives and families.	<ul style="list-style-type: none"> ● Y3 Family and friends ● Y4 Friend or acquaintance? ● Y5 Qualities of friendship ● Y6 Advertising friendships!
R6. That marriage is a commitment freely entered into by both people; that no one should marry if they don't absolutely want to do so, or are not making this decision freely for themselves.	<ul style="list-style-type: none"> ● Y4 Together ● Y6 Don't force me
R7. That their actions affect themselves and others.	<ul style="list-style-type: none"> ● Y3 Danger or risk? ● Y4 Ok or not ok? (part 2) ● Y4 When feelings change ● Y5 It could happen to anyone
R8. To judge what kind of physical contact is acceptable or unacceptable and how to respond.	<ul style="list-style-type: none"> ● Y3 Body space ● Y5 Taking notice of our feelings ● Y6 Acting appropriately
R9. The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.	<ul style="list-style-type: none"> ● Y3 Secret or surprise? ● Y4 Secret or surprise? ● Y5 Dear Ash
R10. To listen and respond respectfully to a wide range of people; to feel confident to raise their own concerns; to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.	<ul style="list-style-type: none"> ● Y3 Respect and challenge ● Y5 Kind conversations ● Y6 Respecting differences
R11. To work collaboratively towards shared goals.	<ul style="list-style-type: none"> ● Y3 Getting on with your nerves! ● Y3 Tangram team challenge ● Y4 Human machines ● Y5 Collaboration Challenge! ● Y6 Working together
R12. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves.	<ul style="list-style-type: none"> ● Y3 How can we solve this problem? ● Y4 Can you sort it? ● Y5 Give and take ● Y6 Let's negotiate
R13. That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).	<ul style="list-style-type: none"> ● Y3 Let's celebrate our differences ● Y4 What would I do? ● Y5 Stop, start, stereotypes ● Y5 Is it true? ● Y6 We have more in common than not ● Y6 OK to be different
R14. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help.	<ul style="list-style-type: none"> ● Y3 Let's celebrate our differences ● Y3 Zeb ● Y4 What would I do? ● Y5 Spot bullying ● Y5 Communication ● Y5 Stop, start, stereotypes

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Learning Opportunity

SCARF lesson plans

	<ul style="list-style-type: none"> Y6 OK to be different
R15. To recognise and manage 'dares'.	<ul style="list-style-type: none"> Y3 Dan's dare Y4 How dare you! Y5 Ella's diary dilemma
R16. To recognise and challenge stereotypes.	<ul style="list-style-type: none"> Y4 That is such a stereotype! Y5 Stop, start, stereotypes Y5 Is it true? Y6 Boys will be boys? - challenging gender stereotypes
R17. About the difference between, and the terms associated with, sex, gender identity and sexual orientation.	<ul style="list-style-type: none"> Y5 Is it true? Y5 Stop, start, stereotypes Y6 We have more in common than not
R20. That forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others.	<ul style="list-style-type: none"> Y6 Don't force me
R21. To understand personal boundaries; to identify what they are willing to share with their most special people - friends, classmates and others; and that we all have rights to privacy.	<ul style="list-style-type: none"> Y5 Play, like, share

KS2: Living in the Wider World

Learning Opportunity

SCARF lesson plans

L1. To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people.	<ul style="list-style-type: none"> Y3 For or against? Y4 In the news! Y5 What's the story? Y6 Our recommendations
L2. Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.	<ul style="list-style-type: none"> Y3 As a rule Y4 How do we make a difference? Y5 Local councils Y6 Democracy in Britain 1 - Elections Y6 Democracy in Britain 2 - How (most) laws are made
L3. To understand that there are basic human rights shared by all peoples and all societies, and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.	<ul style="list-style-type: none"> Y6 Captain Coram 6 - Coram today: children's rights in the 21st century Y6 Captain Coram 3 - Funds for Foundlings: 18th century artists Y6 Captain Coram 2 - Thomas Coram and the Foundling Hospital Y6 Captain Coram 5 - Life for Foundlings in the 20th century Y6 Captain Coram 4 - Hetty Feather, fictional foundling: children's Y6 Captain Coram 1 - Gin Lane: children's rights in the 18th century
L4. That these universal rights are there to protect everyone and have primacy both over national law, and family and community practices.	<ul style="list-style-type: none"> Y6 Captain Coram 6 - Coram today: children's rights in the 21st century
L6. To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.	<ul style="list-style-type: none"> Y4 Safety in numbers Y5 Communication Y5 Spot bullying

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L7. That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.

- Y3 Let's have a tidy up!
- Y4 Logo quiz
- Y5 Rights, responsibilities and duties
- Y6 Project Pitch (parts 1 & 2)

L8. To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.

- Y3 Thanks

L9. What being part of a community means and about the varied institutions that support communities locally and nationally.

- Y3 My community
- Y4 My school community (1)
- Y5 My school community (2)
- Y6 Community art

L10. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.

- Y3 Our helpful volunteers
- Y4 Volunteering is cool
- Y5 Mo makes a difference
- Y6 Action stations!

L11. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.

- Y3 Our friends and neighbours
- Y4 The people we share our world with
- Y5 The land of the Red People
- Y6 Tolerance and respect for others
- Y6 We have more in common than not

L13. About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.

- Y3 Can Harold afford it?
- Y4 Harold's expenses
- Y5 Spending wisely
- Y6 What's it worth?

L14. To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).

- Y3 Earning money
- Y4 Why pay taxes?
- Y5 Lend us a fiver!
- Y6 Jobs and taxes

L15. That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.

- Y3 Harold's environment project
- Y4 Harold's Seven Rs
- Y6 Happy shoppers

L16. What is meant by enterprise and begin to develop enterprise skills.

- Y6 Captain Coram 3 - Funds for Foundlings: 18th century artists raise money

L17. To explore and critique how the media present information.

- Y3 Super Searcher
- Y3 Recount task
- Y4 In the news!
- Y4 That is such a stereotype!
- Y5 Fact or opinion?
- Y6 I look great!
- Y6 Two sides to every story
- Y6 Fakebook friends

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L18. To examine critically what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.

- Y5 Is it true?
- Y6 Fakebook friends

Appendix 2

Pupil voice

The following topics were discussed with children from Year 1 to Year 6 and they were asked to rank them. This is a summary of findings:

<p>Healthy relationships <i>What it means to be a friend, what is fair and unfair, knowing our special people and what makes them special, knowing about how to give and receive permission to do things (consent), recognising positive and healthy relationships, knowing when people are being unkind or hurtful, challenging teasing and bullying, difference between off line and online relationships</i></p>	PRIORITY 2
<p>Money <i>Money, how to keep it safe, choices we have about how we spend money, how we can save money, knowing what the difference is between a want and a need, how we can use money to help others</i></p>	PRIORITY 8
<p>Rights and Responsibilities <i>Exploring differences and similarities between people, belonging to different groups, recognising stereotypes, rules we have to follow and responsibilities we have</i></p>	PRIORITY 6
<p>Healthy lifestyles <i>Taking care of our bodies and our minds, smoking and alcohol, how medicines and drugs can help us, healthy food choices, physical exercise, sleep and rest, taking care of our skin and teeth, germs and diseases</i></p>	PRIORITY 1
<p>Keeping safe <i>Online safety, first aid, recognising risks in situations, ways of taking care of ourselves, road/travel safety, knowing whom to go to when we are worried or afraid</i></p>	PRIORITY 3
<p>Media influence <i>How the media can affect how we feel about ourselves and our bodies, influence of social media on friendships and relationships, attitudes and decisions, recognising the difference between things that are private and things that are public</i></p>	PRIORITY 9
<p>Hurtful behaviour and anti-bullying <i>Knowing how to solve disagreements in a kind way, recognising that friends can put us under pressure, recognising all types of bullying and hurtful behaviour including online, knowing whom to go to when we need help with relationships both in and out of school</i></p>	PRIORITY 9
<p>Valuing Difference <i>Celebrating how we are the same and the ways in which we are different, developing mutual respect for people who are different to us, recognising what makes people special to us and to others</i></p>	PRIORITY 5
<p>Growing and changing <i>Growing older, changing emotions and feelings, changes in our bodies, taking care of our bodies and protecting them, differences and similarities between boys and girls, acceptable and unacceptable physical contact, how babies are made, different kinds of friendships and relationships, managing change e.g. to new school/leaving school</i></p>	PRIORITY 7

Following discussion with the children, many reported that they already had good awareness of media influence however, it is still essential that this is covered. Children felt the main things they would like to learn about was healthy lifestyle and healthy relationships. Staff agreed these were priorities for our children. Our children also felt it was important to take part in debates and learn about looking after the environment. Staff felt it important to think about having high aspirations so these have been added to the progression document.

Appendix 3

30-50 Months	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	<ul style="list-style-type: none"> To select and use activities and resources with help. To welcome and value praise for what they have done. To enjoy the responsibility of carrying out small tasks. To be more outgoing towards unfamiliar people and more confident in new social situations. To be confident talking to other children when playing and communicate freely about own home and community. To show confidence in asking adults for help.
		Managing Feelings and Behaviour	<ul style="list-style-type: none"> To be aware of own feelings and know that some actions and words can hurt others' feelings. To begin to accept the needs of others and to take turns and share resources, sometimes with support from others. To usually tolerate delay when needs are not immediately met, and understand wishes may not always be met. To usually adapt behaviour to different events, social situations and changes in routine.
		Making Relationships	<ul style="list-style-type: none"> To play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. To initiate play, offering cues to peers to join them. To keep play going by responding to what others are saying or doing. To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
	Physical Development	Health and Self-Care	<ul style="list-style-type: none"> To tell adults when hungry or tired, or when they want to rest or play. To gain more bowel and bladder control and can attend to toileting needs most of the time themselves. To usually manage washing and drying hands. To dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.
	Understanding the World	People and Communities	<ul style="list-style-type: none"> To show interest in the lives of people who are familiar to them. To remember and talk about significant events in their own experiences. To recognise and describe special times or events for family or friends. To show interest in different occupations and ways of life. To know some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family.
40-60 Months	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	<ul style="list-style-type: none"> To be confident to speak to others about own needs, wants, interests and opinions. To describe self in positive terms and talk about abilities.
		Managing Feelings and Behaviour	<ul style="list-style-type: none"> To explain own knowledge and understanding, and ask appropriate questions of others. To take steps to resolve conflicts with other children, e.g. finding a compromise.
		Making Relationships	<ul style="list-style-type: none"> To understand that own actions affect other people. For example, becomes upset or tries to comfort another child when they realise they have upset them. To be aware of the boundaries set and of behavioural expectations in the setting. To begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
	Physical Development	Health and Self-Care	<ul style="list-style-type: none"> To eat a healthy range of foodstuffs and understand a need for variety in food. To usually be dry and clean during the day. To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. To show understanding of the need for safety when tackling new challenges, and consider and manage some risks. To practice some appropriate safety measures without direct supervision.

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ELG	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	<ul style="list-style-type: none"> To be 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	<ul style="list-style-type: none"> To 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	<ul style="list-style-type: none"> To play cooperatively, 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.
	Physical Development	Health and Self-Care	<ul style="list-style-type: none"> To know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.