



Newall Green Primary School

Aiming High To Reach Our Goals

Firbank Road, Newall Green, Wythenshawe, Manchester, M23 2YH
 Tel: 0161 437 2872 Fax: 0161 436 2178 www.newallgreen.manchester.sch.uk



PSHE & RSE Policies

Document Control	
Title	Personal, Health and Social Education & Relationship and Sex Education
Date	March 25
Supersedes	Former PSHE and SRE Policies
Amendments	Aim – amended
Related Policies/Guidance	<ul style="list-style-type: none"> • Equality policy • Safeguarding Policy • Mental Health Policy • Science Curriculum • Accessibility Plan • Long term plans – saved on teachers only area on school’s computer system • Parent Partnership Policy • Parent Code of Conduct • Code of Conduct for Teachers
All policies can be found on the school web page.	
Review	March 27

Approved by:	Governors	Date: 21.04.2026
Last reviewed on:	13/3/26	
Next review due by:	13/3/27	





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Newall Green Primary – PSHE & RSE Policies

March 2026

Co-ordinator: **Mrs Catherine Campbell**, Assistant head

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School Nurse: **Sarah Kelly**

Mental Health Leads: Adults - **Alec Smith** (Senior Mental Health Lead and Deputy Head)

Evelyn Uche (Parent Support officer)

Policy Aims and Objectives

As a Rights Respecting School, our PSHE and RSE curriculum is underpinned by the principles of the United Nations Convention on the Rights of the Child (UNCRC). Through our curriculum we support children to understand that they are rights-holders and that adults are duty-bearers who have a responsibility to protect these rights.

PSHE lessons help pupils to understand, respect and promote the rights of others, including:

- the right to education (Article 28)
- the right to be safe and protected from harm (Article 19)
- the right to the highest attainable standard of health (Article 24)
- the right to express their views and be listened to (Article 12)
- the right to relax, play and take part in cultural life (Article 31)





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Through this approach we encourage children to develop empathy, respect, responsibility and active citizenship.

We want our pupils to be able to: -

- know and understand how to keep themselves physically healthy
- understand and be able to manage their own mental health and well-being
- form and maintain healthy relationships
- have high aspirations and want to contribute positively to society
- develop the mental resilience, responsibility and drive to fulfil these aspirations and/or potential

Our curriculum also takes into account the Manchester 5 Universal Key Skills for Life: -

- Communication
- Problem solving
- Self-belief (Including - motivation resilience, positive attitude)
- Self-management (Including - initiative, organisation, accountability)
- Teamwork

Policy dissemination

This policy will be shared with:

- all staff through staff meetings and training
- governors through governing body meetings
- parents and carers via the school website
- pupils through the delivery of the PSHE curriculum
- Parents and carers can request to view the PSHE curriculum materials at any time.

School Context

Newall Green Primary School is a large primary school situated in Wythenshawe. We serve one of the largest areas of social housing in Europe. Locally, there are significant amounts of social and economic deprivation that is almost double the national figure and in the top quintile of schools. National IDACI data identifies that almost half of our children live in the country's 5% most deprived areas, with 75% in the lowest 10% and almost all in the lowest 20%. As well as family incomes being low, we serve an area of low employment prospects and poor health outcomes. As a result, the proportion of children eligible for Pupil Premium support is 66% and in the top 10% of schools nationally.





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We are proud to be a Silver Rights Respecting School with a vibrant community and we want our pupils to be happy, healthy, have high aspirations and fulfil their ambitions. Some of the challenges that face them are: -

- The health and wellbeing of children in Manchester is worse than England.
- The infant mortality rate is worse than England with an average of 47 infants dying before age 1 each year.
- The MMR immunisation level does not meet recommended coverage. By age 2, 84.5% of children have had one dose.
- Dental health is worse than England. 38.3% of 5 year olds have experience of dental decay.
- Levels of child obesity are worse than England. 12% of children in Reception and 28.3% of children in year 6 are obese.
- The hospital admission rate for injury in children (aged 0-14) at 91.8 per 10,000 is worse than England.

(Data Office for Health Improvement & Disparities: Child Health Profile 2023)

Staff training

Staff receive regular professional development to support the delivery of PSHE and RSE. This may include:

- safeguarding training
- RSE and PSHE curriculum training
- online safety training
- mental health and wellbeing training

The PSHE lead supports staff through planning guidance, resources and ongoing professional discussion.

Ofsted

Inspected October 2023

Newall Green Primary School continues to be a good school.

“Newall Green is a place where everyone feels welcome and included. Most pupils enjoy coming to school and they are happy to attend. They described the school as inspirational. Pupils show kindness and understanding to each other. Relationships between pupils and staff are polite and respectful.”

“The school has high expectations of what pupils, including pupils with special educational needs and/or disabilities (SEND), can achieve. Most pupils achieve well across the curriculum.”





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“Pupils are aware of how they are expected to behave. They move calmly and sensibly around school. They understand that actions have consequences. Pupils enjoy the recognition that they receive for good behaviour such as golden time and ‘star of the week’.”

“There is a well-structured programme to support pupils’ personal development. Pupils are proud of the positions of responsibility that they can hold in school, for example acting as members of the school council and prefects. Pupils learn about different faiths and cultures. Their learning is enriched by the many new international pupils that the school has welcomed in recent times. This prepares pupils well for life in modern Britain.”

These strengths are supported through our structured PSHE curriculum which promotes pupils’ personal development, wellbeing and preparation for life in modern Britain.

Involving parents and carers

Parents, Carers and Governors have been involved in deciding on the new PSHE and RSE curriculum and in the writing of this policy. Parents and carers are invited into regular workshops for Rights Respecting, PSHE and RSE and the full PSHE curriculum is available for parents and carers to view. Regular correspondence is shared with parents and carers to keep them informed (appendix 10).

Government guidance for parents

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

Relationship and Sex Education (RSE)

Under the **Children and Social Work Act 2017**, Relationships Education became statutory in all primary schools from **September 2020**. Schools must also teach **Health Education**. Sex Education is not compulsory in primary schools but schools may choose to teach aspects of it as part of their PSHE curriculum.

Department for Education Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (2019).

The changes involve:

- All primary schools in England teaching ‘Relationships Education’
- All secondary schools teaching ‘Relationships and Sex Education’
- Reformed statutory guidance, following consultation
- Retaining the parental right of withdrawal from sex education, with new rights for children to ‘opt-in’ as they approach age 16





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RSE is lifelong learning about physical, moral and emotional development. It is about the understanding that respect, love, care and trust make for healthy relationships and a stable family life. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity.

Confidentiality

Teachers cannot offer unconditional confidentiality. If a pupil discloses information that suggests they may be at risk of harm, staff will follow the school's safeguarding procedures and report concerns to the Designated Safeguarding Lead.

This ensures that pupils remain safe while still feeling supported in PSHE lessons.

Relationships education is learning:

- Accurate and age-appropriate skills, exploring values and attitudes, developing skills to enable them to build positive, respectful relationships, enabling them to lead fulfilling, happy lives.
- How to stay safe on and offline in the digital world in which they live.
- Learn how our bodies change and grow during adolescence.

Sex education enables children and young people to acquire knowledge about the body, reproduction and how a baby is made.

DfE guidance (May 2018) on sexual violence and sexual harassment between children sets out how to minimise the risk of it occurring and what to do when it does occur.

All staff are trained to at least Level 1 in Safeguarding and will take children's' concerns seriously They will not dismiss children's' concerns as 'banter', 'just having a laugh' or 'boys being boys'.

Staff have regular CPD for RSE and through the Imatter curriculum, there are further support videos available for teaching sensitive content. RSE is taught within our PSHE curriculum and clear ground rules, linked to Rights Respecting, as well as signposting for support are shared with all children at the beginning and end of each PSHE lesson. The breadth of coverage for RSE at Newall Green Primary School is set out in our PSHE curriculum (appendix 4). Parents and carers are kept informed of any changes to the PSHE and RSE curriculum and invited in to parent/carers information and support workshops.





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Parents' right to withdraw

The school is committed to working with parents and carers who are the child's first educator and believes that it is important to have the support of parents and the wider community for the PSHE and RSE programme.

To promote effective communication and discussion between parents and their children, we notify parents about when particular aspects of RSE will be taught (see appendix 2). We also encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

Parents are also informed that the RSE curriculum serves to:

- Safeguard and promote the welfare of their children and this is paramount in our school.
- To ensure school work is in line with the Equality Act (2010) and the RSE Statutory Guidance (2019).
- Encourage the spiritual, moral, social and cultural development of the children.
- Prepare children and young people for the challenges and responsibilities of adult life, enabling them to access all opportunities.

Parents have the right to withdraw their child from sex education lessons that fall outside the statutory Relationships and Health Education curriculum, such as lessons about sexual intercourse or conception. Parents cannot withdraw their child from Relationships Education, Health Education or the National Curriculum for Science.

Those parents/carers wishing to exercise the right to withdraw their child can do so from any or all sex education lessons in RSE/PSHE (how a baby is made and forced marriage in year 6). However, it is required that all children attend relationships and health education lessons, this includes puberty and menstruation. You should make your request of withdrawal in writing to the Head Teacher. Parents/ carers will then be invited in to see the Head Teacher and/or RSE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child.

Provision will be made for those children withdrawn from the sex education lesson via an alternative PSHE lesson with a teacher present, in a familiar classroom. Please note that withdrawal from sex education in RSE **does not** withdraw your child from these elements in the statutory National Curriculum for Science

1) Curriculum

We have used the DfE RSE Statutory guidance (2019) and PSHE guidance to inform our curriculum aims and objectives.

Teaching is delivered through the '**Dimensions**' and '**Manchester Healthy Schools Imatter curriculum**'.





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Dimensions. Lessons are delivered in each class every week from Nursery to Year 6.
The curriculum is split into five strands:

Relationships

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for
- children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should
- respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable,
- managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.
- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.





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- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.
- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.
- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

Mental and Emotional Health

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Keeping Safe





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- that for most people the internet is an integral part of life and has many benefits. about the benefits of managing/limiting time spent online, the risks of
- excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.
- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Healthy lifestyles

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.
- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

All lessons are age-specific and adapted by teachers to consider individual children's' circumstances as needed.





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Nursery

Reception

Early Years  **Introduction Coverage**

Early Years  **Introduction Coverage**

Building Relationships	Lessons
<ul style="list-style-type: none"> Play with one or more other children, extending and elaborating play ideas (DM 3 & 4 year olds) Help to find solutions to conflicts and rivalries (DM 3 & 4 year olds) 	Lesson 1 'Let's Play Shops' Lesson 13 'Fair Shares'

Managing Self	Lessons
<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (ELG) It's all about... taking part! Explain the reasons for rules, now right from wrong and try to behave accordingly (ELG) It's all about... taking part! Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (ELG) It's all about... being smart! 	Lesson 6 'Taking the Plunge' Lesson 15 'One Gold Star' Lesson 5 'What a Problem' Lesson 25 'Litter Bug' Lesson 3 'I Like...' Lesson 12 'Clean and Tidy' Lesson 21 'Getting in Knot'

Self-Regulation	Lessons
<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. (DM 3 & 4 year olds) Increasingly follow rules, understanding why they are important (DM 3 & 4 year olds) Do not always need an adult to remind them of a rule (DM 3 & 4 year olds) Develop their sense of responsibility and membership of a community (DM 3 & 4 year olds) Show more confidence in new social situations (DM 3 & 4 year olds) Becomes more outgoing with unfamiliar people, in the safe context of their setting (DM 3 & 4 year olds) 	Lesson 5 'Make Your Choice' Lesson 10 'Well Done!' Lesson 14 'The Pantomime' Lesson 16 'A Waiting Game' Lesson 6 'Odd Jobs' Lesson 11 'A New Baby' Lesson 4 'Good Friends'

Self-Regulation	Lessons
<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (ELG) It's all about... being smart! Give focused attention to what the teachers says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions (ELG) It's all about... being smart! 	Lesson 2 'Nan's House' Lesson 13 'Bully Boy' Lesson 20 'The New Pet' Lesson 10 'Rainy Days' Lesson 18 'A Piece of Cake'

Managing Self	Lessons
<ul style="list-style-type: none"> Begin to understand how others might be feeling (DM 3 & 4 year olds) Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' (DM 3 & 4 year olds) Talk with others to solve conflict (DM 3 & 4 year olds) Develop appropriate ways of being assertive (DM 3 & 4 year olds) 	Lesson 12 'Deaf Girl' Lesson 15 'You Smell' Lesson 2 'Who's Playing?'

Building Relation-	Lessons
<ul style="list-style-type: none"> Work and play cooperatively and take turns with others (ELG) It's all about... taking part! Form positive attachments to adults and friendships with peers (ELG) It's all about... having heart! Show sensitivity to their own and to others' needs (ELG) It's all about... being smart! 	Lesson 4 'It's Your Turn' Lesson 9 'Stick to the Rules' Lesson 24 'Playtime Games' Lesson 7 'An Old Friend' Lesson 14 'Family Fun' Lesson 23 'Eid Mubarak' Lesson 1 'Hide and Seek' Lesson 11 'I Feel Poorly! Lesson 19 'Busy Body'





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	Dimensions lesson
***	SEND alternative lesson available

	Relationships and Sex Education	Mental and Emotional Health	Keeping Safe	Healthy Lifestyles	Living in the Wider World
Year 1	Core Theme 2 Unit 1 LESSON 7: Good Manners - How Rude!	Core Theme 2 Unit 1 LESSON 1: Feelings - How I Feel	Core Theme 1 Unit 5 LESSON 5: Emotional Safety - Getting Help	1) What foods should I eat?	1) What are class rules? (British Values)
	Core Theme 2 Unit 4 LESSON 1: Friendship - Forever Friends	Core Theme 1 Unit 4 LESSON 1: Happiness - Smile!	Core Theme 1 Unit 5 LESSON 6: Internet Safety - E-Safety	Core Theme 1 Unit 1 LESSON 2: Healthy Eating - Meat Eaters	Core Theme 3 Unit 1 LESSON 3: Taking Turns - It's Your Turn!
	Core Theme 2 Unit 1 LESSON 2: Responses - You and Me	Core Theme 1 Unit 4 LESSON 2: Anger - Grrrr!	Core Theme 1 Unit 5 LESSON 1: Sun Safety - It's a Cover Up!	Core Theme 1 Unit 1 LESSON 3: Healthy Eating - Party Time!	Core Theme 3 Unit 3 LESSON 1: Money - Grows on Trees?
	Core Theme 2 Unit 4 LESSON 2: Friendship - Make Friends	1) What makes me happy? What are feelings?	Core Theme 1 Unit 5 LESSON 2: Road Safety - Green X Code	2) How can I look after my teeth?	2) Where does our money come from?
	1) Who are the people in my life who love and care for me? ***	2) What is the difference between good secrets and bad secrets?	1) What are the rules for keeping me safe at school and outside?	3) Why is it important to wash my hands?	Core Theme 3 Unit 3 LESSON 3: Money - Keep Money Safe
	Core Theme 2 Unit 4 LESSON 6: Family - Special People	Core Theme 2 Unit 2 LESSON 1: Definition - A Bully is...	2) What are rules about household substances?		3) What is the environment?
	2) What are the differences and similarities between people?	Core Theme 2 Unit 2 LESSON 2: Unkindness - Blame Game	3) What is an emergency and what do I do? ***		Core Theme 3 Unit 1 LESSON 6: Caring - Talking to Plants
	3) What are the similarities between girls and boys?	3) How does my behaviour affect others? ***			Core Theme 3 Unit 1 LESSON 4: Lending / Borrowing - The

	Relationships and Sex Education	Mental and Emotional Health	Keeping Safe	Healthy Lifestyles	Living in the Wider World
Year 2	Core Theme 2 Unit 4 LESSON 3: Friendship - Hola! Bonjour!	Core Theme 1 Unit 4 LESSON 6: Aspirations - It's a Goal!	1) How do medicines help us when we are unwell? ***	1) How do I keep myself healthy? ***	1) What groups and communities am I a part of? ***
	Core Theme 1 Unit 3 LESSON 1: Similarities and Differences - Boys	1) What is the difference between small feelings and big feelings?	2) How do I keep safe at home?	Core Theme 1 Unit 2 LESSON 1: Dental Hygiene - Brushing Up!	Core Theme 3 Unit 2 LESSON 3: Belonging - Join Our Club!
	1) What is private? (body parts)***	Core Theme 1 Unit 4 LESSON 3: Love - Three Little Words	Core Theme 1 Unit 3 LESSON 5: Responsibility - Who's at Fault?	Core Theme 1 Unit 2 LESSON 2: Dental Hygiene - Bright White	Core Theme 3 Unit 2 LESSON 4: Local Citizenship - Our Local Area
	2) What happens when the body grows young to old?	Core Theme 1 Unit 4 LESSON 4: Sadness - How to Cope	3) What is my responsibility for keeping myself and others safe?	Core Theme 1 Unit 2 LESSON 3: Dental Hygiene - Top Teeth	Core Theme 3 Unit 2 LESSON 5: Local Citizenship - Community Care
	Core Theme 1 Unit 3 LESSON 4: Changing Needs - I Need	2) How can I keep safe online? ***		Core Theme 1 Unit 1 LESSON 5: Physical Activity - Mighty Muscles	2) How do we make choices about spending money?
	3) What is fair, unfair, kind and unkind?	3) What makes others happy? ***		2) Why is it important to keep active? ***	Core Theme 3 Unit 3 LESSON 4: Money - Shopping List
	Core Theme 2 Unit 3 LESSON 3: Behaviour - In My Shoes	Core Theme 2 Unit 2 LESSON 5: Behaviour - Help Me!		3) How can I prevent diseases spreading?	Core Theme 3 Unit 3 LESSON 5: Choices - This or That?
	Core Theme 2 Unit 3 LESSON 4: Right and Wrong - In the Right				Core Theme 3 Unit 3 LESSON 6: Enterprise - Dragons' Den
	Core Theme 1 Unit 4 LESSON 5: Consequences - Good v Bad				3) How can we look after the environment? ***





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	Relationships and Sex Education	Mental and Emotional Health	Keeping Safe	Healthy Lifestyles	Living in the Wider World
Year 3	1) What is personal space?	Core Theme 1 Unit 1 LESSON 1: Physical, Emotional and Mental - I Am Who I Am!	1) What happens when I breathe smoke in the air?	Core Theme 1 Unit 2 LESSON 1: A Balanced Approach - Define:Healthy	Core Theme 3 Unit 1 LESSON 1: Rules - I'm In Charge!
	Core Theme 1 Unit 7 LESSON 1: Before Puberty - You've Grown!	1) How do my feelings affect my behaviour? How can I manage my feelings? ***	2) How do I recognise risks in my life? ***	1) What is a healthy diet? What is an unhealthy diet? ***	Core Theme 3 Unit 1 LESSON 2: Thinking Ahead - Lesson Planning Core Theme 3 Unit 1 LESSON 3: Taking the Lead - Learning Time
	Core Theme 1 Unit 7 LESSON 2: Visible Changes - Mind the Gap	Core Theme 1 Unit 1 LESSON 3: Physical, Emotional and Mental - Three in One	Core Theme 1 Unit 8 LESSON 1: How to Help - Who to Call	Core Theme 1 Unit 2 LESSON 2: Physical Exercise - Active Kids?	Core Theme 3 Unit 1 LESSON 3: Taking the Lead - Learning Time
	2) What does a healthy relationship look like?	2) What are the ways we are communicating online? ***	3) What do I do in an emergency? ***	Core Theme 1 Unit 2 LESSON 4: Sleep - Sweet Dreams	1) How do rules and law protect me?
	Core Theme 2 Unit 5 LESSON 3: Friendship - Falling Out	Core Theme 1 Unit 6 LESSON 3: Online Privacy - E-Protection	Core Theme 1 Unit 8 LESSON 3: Emergency Calls - Ambulance, Now!	2) How do I keep safe in the sun?	2) What is the difference between my local British communities and global communities?
	Core Theme 2 Unit 5 LESSON 4: Friendship - The BAFAs	Core Theme 1 Unit 5 LESSON 1: Loss / Separation - Lost!		3) Why is personal hygiene important? ***	3) What are the links between work and money?
	3) Why is being equal important in relationships?	Core Theme 1 Unit 5 LESSON 2: Loss / Separation - Found!			
	Core Theme 2 Unit 1 LESSON 1: Clear Messages - Dot Dot Dash	3) What am I good at?			
Core Theme 2 Unit 1 LESSON 2: How to Listen - Listen Up!					
Core Theme 2 Unit 2 LESSON 1: Working Together - Name Game Core Theme 2 Unit 2 LESSON 2: Working Together - Build It Up					





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	Relationships and Sex Education	Mental and Emotional Health	Keeping Safe	Healthy Lifestyles	Living in the Wider World
Year 4	Core Theme 1 Unit 5 LESSON 4: Family Changes - Two Homes	Identified Strengths - I'm Good at That	1) How do I manage risks in my life?	1) How do I make sure I sleep well?	1) What are the rights of the child?
	1) What is diversity?	Core Theme 1 Unit 4 LESSON 2: Identified Strengths - Future Me	Core Theme 1 Unit 6 LESSON 4: Online Privacy - It's Personal	Core Theme 1 Unit 3 LESSON 1: A Balanced Diet - Plant or Animal?	2) How do we look after our money?
	Core Theme 2 Unit 4 LESSON 1: Connections - Paper Chains	Core Theme 1 Unit 4 LESSON 3: Setting Goals - That's My Goal!	Core Theme 1 Unit 6 LESSON 5: Internet	2) What is fuel for the body?	Core Theme 3 Unit 4 LESSON 1: Money Choices - A Million Dollars Core Theme 3 Unit 4 LESSON 2:
	Core Theme 2 Unit 4 LESSON 2: Family Links - Family Tree	Core Theme 1 Unit 5 LESSON 3: Loss / Separation - Left Behind	Core Theme 1 Unit 6 LESSON 6: Internet Use - Age Limits	Core Theme 1 Unit 3 LESSON 3: Working With Food - Master Chef	3) What is sustainability?
	2) Do boys and girls have different roles?	Core Theme 1 Unit 5 LESSON 6: Self-Respect - Let's Rock!	2) What is self-control?	Core Theme 1 Unit 3 LESSON 4: Working With Food - Our Food Hall	
	Core Theme 2 Unit 3 LESSON 1: Reactions - Frustration	Core Theme 1 Unit 5 LESSON 5: Feelings - Overreacting	3) What is the difference between legal and illegal drugs? Are all drugs harmful?	3) How do I know if I'm physically ill? ***	
	Core Theme 2 Unit 3 LESSON 2: Self-Worth - I'm a Marvell!	1) What is resilience?			
	Core Theme 2 Unit 3 LESSON 4: Negative Persistence - Over and Over	2) What does it mean to have responsibility over my choices and actions?			
	Core Theme 2 Unit 1 LESSON 3: Responding to Others - Agony Aunts	3) What is discrimination?			
	Core Theme 2 Unit 1 LESSON 4: Expressing Opinions - It's Debatable				
3) What changes happen to my body? ***					

	Relationships and Sex Education	Mental and Emotional Health	Keeping Safe	Healthy Lifestyles	Living in the Wider World
Year 5	Core Theme 2 Unit 2 LESSON 1: Responding - Scrabble	1) What is mental health? ***	1) How do I respond to dares?	1) How can we stop the spread of infection?	1) How are rules and law made and changed?
	Core Theme 2 Unit 2 LESSON 2: Shared Goals - It's All Go!	2) How do I negotiate and compromise? ***	2) What are 'habits'?	Core Theme 1 Unit 1 LESSON 3: Healthy Lifestyles - You Choose!	Core Theme 3 Unit 1 LESSON 1: Structure - Just Imagine ...
	Core Theme 2 Unit 2 LESSON 3: Community Spirit - All Join In	3) How do I stay safe on a mobile or tablet? ***	Core Theme 1 Unit 5 LESSON 1: Drugs - Just Say No!	2) Why is it important to know about nutritional content of food?	Core Theme 3 Unit 1 LESSON 3: U.N. Rights - Our Rights
	Core Theme 2 Unit 1 LESSON 1: Confidentiality - Secret Info	Core Theme 2 Unit 4 LESSON 5: Online Relationships - A Risky	Core Theme 1 Unit 5 LESSON 2: Alcohol - Drink Aware	Core Theme 1 Unit 2 LESSON 2: Food Choices - Invention Team	2) What is Fairtrade?
	Core Theme 2 Unit 1 LESSON 2: Listening - I'm All Ears!	Core Theme 1 Unit 4 LESSON 1: Death and Grief - It's Natural	Core Theme 1 Unit 5 LESSON 3: Tobacco - Up in Smoke	Core Theme 1 Unit 2 LESSON 3: Cooking - Michelin Stars	3) How can I develop my enterprise skills?
	Core Theme 2 Unit 1 LESSON 3: Responding - Scenarios	Core Theme 1 Unit 4 LESSON 2: Death and Grief - Poppies	3) Who or what influences me?		4) What is racism?
	1) What is puberty? ***	4) How can I be happy being me? (body image)	Core Theme 1 Unit 5 LESSON 4: Substance Abuse - Let's Be Frank		
	2) What are the different relationships in my life? ***		Core Theme 1 Unit 5 LESSON 5: Basic First-Aid - First Aids Tips		
	3) What is unwanted touch? ***				





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	Relationships and Sex Education	Mental and Emotional Health	Keeping Safe	Healthy Lifestyles	Living in the Wider World
Year 6	Core Theme 2 Unit 4 LESSON 2: Support and Care - Connections	Core Theme 1 Unit 3 LESSON 1: Identified Strengths - Big Dreams	1) How do drugs affect the mind and body?	1) How is my mental and physical wellbeing connected?	Core Theme 2 Unit 3 LESSON 1: Race and Ethnicity - United States?
	1) What changes happen in my life?	Core Theme 1 Unit 3 LESSON 2: Identified Strengths - Big Achievers	Vaping and peer pressure	2) How do I keep physically healthy? ***	Core Theme 2 Unit 3 LESSON 3: Culture - Cultural Feast
	2) What happens in a loving relationship and what is forced marriage?	Core Theme 1 Unit 3 LESSON 3: Setting Goals - 'Super Futures'	2) How do I manage peer pressure?	3) Can I plan and prepare a healthy meal? ***	1) Why is it important to be critical of the media online and offline?
	Core Theme 1 Unit 4 LESSON 3: Managing Conflict - Families at War	Core Theme 1 Unit 3 LESSON 4: Setting Goals - I Can Do That!	3) What are basic emergency first aid skills? ***		Core Theme 1 Unit 5 LESSON 6: Internet Safety - Fake News
	3) How is a baby made?	Core Theme 1 Unit 1 LESSON 5: Healthy Minds - Young Minds	4) What are the risks out and about in my local area?		2) How do people manage money?
	4) What are the physical and emotional changes of puberty?	Core Theme 2 Unit 4 LESSON 4: Mental Wellbeing - Mind Business			Core Theme 3 Unit 3 LESSON 1: Budgeting - Money Supermarket
		1) How can I challenge negative thoughts and feelings? ***			Core Theme 3 Unit 3 LESSON 2: Consumer Sense - Payment Terms
		2) What is stereotyping?			Core Theme 3 Unit 4 LESSON 1: Generating Income - Making Money
		Core Theme 2 Unit 3 LESSON 2: Gender Stereotypes - Jobs 4 All			Core Theme 3 Unit 4 LESSON 2: Generating Income - Raising Money
		3) How can the internet positively and negatively affect our mental health?			3) What do I want to be? ***
	4) happy being me resources				

Pupil Voice

As a Rights Respecting school, we champion and encourage all of our pupils to ensure that they use their voices and recognise the importance of using pupil voice as the vehicle which underpins our decisions. Pupil voice reflects Article 12 of the UNCRC, which states that children have the right to express their views and have those views taken seriously. Through school council, pupil questionnaires, PSHE discussions and classroom activities, pupils contribute to decisions about school life and the development of the PSHE curriculum.

Regular monitoring, throughout the year, is just one of many ways that we gather the views of our young people. Through the PSHE monitoring, pupils are asked if they like PSHE and why; what they have learnt and which skills they have developed; if they feel the curriculum meets their needs and why; how do they stay safe online; if they feel safe at school and what they would do if they did not feel safe; if they like the way that they are treated in school and why; if they feel that their voices are listened to in school; and if there was anything else that they would like to learn about in PSHE.

The results of pupil voice are shared with staff and used to inform changes to our policy and PSHE curriculum.





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British Values

The aim is to provide a curriculum where the skills to be a responsible citizen are developed so that each pupil has a skill set which enables them to flourish as an adult and achieve and appreciate the goals that they set for themselves.

Providing a curriculum that allows many opportunities to develop the skills listed under the Spiritual, Moral, Social and Cultural headings will enable our pupils to represent the school well, to become thoughtful, caring and active citizens and to have access to knowledge, understanding and opportunities within society. (See appendix 1)

Moral Development:

Distinguish between right and wrong / English law / consequences of behaviour, actions / offer reasoned views and appreciate views of others.

- Our PSHE Curriculum encourages children to know right from wrong and express views on moral and ethical issues.
- As a Rights Respecting school, we learn about, protect, uphold and respect the rights of all children.
- Our behaviour policy focuses on choices which helps children to explore the consequences of own actions and we have a whole school charter linked to Rights Respecting.
- Children have a shared set of common values, encouraged and developed by school ethos/vision
- Student council and sports council represents the voice of the pupils within school.
- Daily assembly linked to key themes including a Rights Respecting and 'current issues' assembly each week.

Social Development

Social skills when working with others, resolve conflict / British values.

- Rights respecting school where rights are promoted and respected.
- Regular trips and visitors help children to understand that lives can be different to their own.
- Weekly PSHE lessons allows children to be reflective and respect others' beliefs and traditions.
- PSHE Curriculum helps children focusing on social development.
- Our children have good social skills, with visitors often commenting on their manners and the calm atmosphere around school.
- Community links have been established with other schools (local high schools, Benchill and Baguley Hall schools) for student council activities, Peace mala days & Able maths / literacy days.





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- Pupils are involved in extracurricular activities such as inter school sporting competitions.
- Many clubs run after school or through lunch such as hula hoop, multi skills, street dance etc. – a full list can be obtained from the office staff.
- Collective Worship/PSHE curricula encourages children to embrace new experiences and broaden their understanding of themselves and others.
- Our children appreciate cultural differences and influences on theirs and other's heritage.
- Diversity is encouraged within school with traditions of many groups celebrated in school.
- Buddy systems in place on ks1 and ks2 playgrounds.

Cultural Development

Appreciate cultures of others relevant to their setting, own community, understand range of cultures that make up modern Britain / Britain's democracy / artistic, musical, sporting, cultural participation/ interest in and respect and tolerance for faiths, cultures, locally and globally.

- Rights respecting school promoting and respecting everyone's rights.
- High standards of behaviour are expected from the children within school (see Behaviour Policy)
- Children are part of the decision-making process for Peace Pals & behaviour management
- NGPS 'Charity Champions' are a group of children who work within school to develop an understanding of the local organisations that support others and share this message through fundraising ventures.
- Student council promote the democratic processes within school supported by visits from the Mayor and trips to the Houses of Parliament and Manchester Town hall
- Pupil Voice is used to support decision making within school.
- We have links with a number of centres of religion such as St Martins church, The Guru Wari centre

British values & Citizenship Development

Developing confidence and responsibility and making the most of their abilities/ Developing a healthier and safer lifestyle/Developing a good relationship and respecting the differences between people/ Preparing to play an active role as citizens.

- Rights respecting school promoting and respecting rights.
- Weekly assemblies covering local and national issues, article of the week and events.





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- By teaching the British values of Democracy, The rule of law, Individual liberty, Mutual respect and Tolerance of those of different faiths and beliefs.
- Cross curricular activities are planned that provide opportunities for children to develop their skills so that they can play an active role within the community.
- Children are part of the decision making process for charity work within the community through the 'Charity Champions.'
- Student council promote the democratic processes within school supported by visits from the Mayor and trips to the Houses of Parliament and Manchester Town Hall
- Pupil Voice is used to support decision making within school.
- Opportunities to learn about Parliament, law making and democracy are built into the curriculum.
- The Peace Mala rules/ Golden rules are specifically taught. These are courage, empathy, tolerance, respect, compassion, forgiveness and patience.

What teachers will do: -

- PSHE will be delivered once per week in all year groups (Nursery -Year 6)
- PATHS 'pupil of the day' will be awarded daily in each class

Teachers will use the curriculum outlined above alongside Rights Respecting school and Miss K to teach the skills and knowledge identified in the policy.

How teachers will respond to pupils' questions

We recognise the importance of pupils feeling able to ask any questions in a supportive environment without embarrassment.

Teachers will use activities such as

-small group discussion

- anonymous question box ('Ask it' basket)

-Private appointment with school nurse or one of our school mental health leads

As a 'Healthy Schools Gold' school, teachers will deliver the PSHE & RSE curriculum effectively to all children using the resources and support available to them. Newall Green will need to evidence this to maintain Gold standard.

Teachers will assess the pupils' skill development by:

Assessment in PSHE focuses on pupils' knowledge, skills and attitudes and is used to inform future teaching rather than formally grade pupils. Using evidence sheets in the class 'Day in the Life' books and PSHE folders,





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class discussions and mind maps completed at the start and end of each unit, lesson cover sheets (appendix 6), start and end of year pupils self-assessments (appendix 7) and through particular activities that display pupils' knowledge.

Ongoing records of behaviour incidents will also be monitored to ensure that the Rights Respecting charter is being upheld by pupils and that the prevalence of prejudice related incidents remains minimal.

Teachers will create a safe and supportive learning environment. Because PSHE education works within pupils' real-life experiences, it is essential for us to establish a safe learning environment. All staff at Newall Green know the procedures for Safeguarding in school. If a child appears 'at risk' or makes a disclosure, this will be passed on to one of our safeguarding leads in school.

Equality of Opportunity

All pupils have equal access to our PSHE and RSE programmes, regardless of ability, maturity and personal circumstances (e.g. faith, culture, sexual orientation, gender identity). The PSHE and RSE curriculum reflects the diversity of modern Britain and teaches children to respect differences including race, religion, disability, gender identity and sexual orientation, in an age-appropriate way.

The Equality Act 2010 governs how the curriculum is delivered and schools must ensure that issues are taught in a way that does not subject pupils to discrimination

- We will ensure that pupils with SEND receive access to PSHE and RSE through differentiated teaching/resources and additional adult support.
- When teachers plan, they will consider the age, ability, readiness, and cultural backgrounds of children [and those with English as a second language] to ensure that all can fully access PSHE education provision.

External contributors

This school recognises that use of external agencies can enrich and support the curriculum and school ethos. Children and young people often find visitors an informative and interesting element of their learning. We wish to ensure that delivery by external contributors is consistent with school policy, curriculum and ethos (see appendix 5). It is important that these opportunities are positive and productive for the pupils, staff and the outside agency/visitor.

To safeguard all students under our responsibility when at school, arranged activities under our direction out of school and after school. The aim is to ensure our students are able to learn and enjoy extra-curricular experiences, in an environment where they are safe from harm.





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Staff are required to be familiar with DFE statutory guidance on Keeping Children Safe in Education September 2024 [Keeping children safe in education - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/101313/Keeping-children-safe-in-education-2024.pdf) in relation to: preventing unsuitable people from working with children and young persons in the education service.

When involving external contributors, staff will ensure that:

- They are clear about the objectives before deciding who is best able to help achieve them.
- The external contribution is integrated into the school's programme and is supported by staff to enrich and support the lesson.
- Where possible, pupils are involved in preparatory and follow-up work
- The content is planned/ known to ensure that it meets the needs of pupils and is consistent with school policy, curriculum and ethos.
- All external contributors are aware of appropriate school policies i.e. Safeguarding/PSHE
- The school is fully aware of the external agencies aims and objectives for delivering to the school.
- They are aware of good practice of national and local approaches and support to PSHE Education.
- All external contributors are aware of their roles, responsibilities and boundaries, i.e. that they work to the professional boundaries of the teacher when taking part in the curriculum.
- The value of the external contribution is assessed through appropriate feedback and evaluation. This information should be shared and used to inform future work.
- Any visitor to the school who has unsupervised access to children or who works in the school on a regular basis will be subject to DBS checks.

External providers will ensure they:

- give careful consideration to the appropriateness of the service for students
- recognise that their service must align with the curriculum
- are willing to modify the service delivery in consultation with the principal or their delegate, if necessary
- gain the approval of the lead teacher contact prior to delivering their service.

Monitoring and Review

The PSHE & RSE curriculum is monitored to ensure that it is delivered effectively, remains relevant to pupils' needs and continues to reflect statutory guidance and the values of our Rights Respecting School.





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The PSHE & RSE Co-ordinator is responsible for overseeing the monitoring and evaluation of the subject across the school. This process ensures that the curriculum is high quality, inclusive and supports pupils' personal development.

Monitoring takes place through a range of activities including:

- Learning walks to observe the teaching and learning of PSHE across the school
- Work scrutiny of PSHE folders, "Day in the Life" books and recorded evidence
- Review of planning to ensure coverage of statutory Relationships and Health Education
- Pupil voice activities, including questionnaires, pupil interviews and school council discussions
- Staff feedback and professional dialogue to support continual development of the curriculum
- Analysis of behaviour records and safeguarding information, where appropriate, to identify emerging needs that may inform future PSHE teaching

Findings from monitoring are shared with senior leaders and staff and are used to inform improvements to teaching, resources and curriculum planning. The policy will be reviewed annually by the PSHE & RSE Co-ordinator and the Senior Leadership Team, and approved by the governing body. The review will take into account:

- updates to statutory guidance
- feedback from pupils, staff and parents/carers
- monitoring outcomes
- developments in safeguarding and wellbeing guidance.

Through this ongoing process, Newall Green Primary School ensures that the PSHE and RSE curriculum continues to support pupils in developing the knowledge, skills and attitudes needed to lead safe, healthy and respectful lives.





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Appendix 1



British values at Newall Green Primary School



Democracy

- Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services
- Teach pupils how they can influence decision-making through the democratic process
- Encourage pupils to become involved in decision-making processes and ensure they are listened to in school
- Organise visits to the local council and Parliament
- Hold 'mock elections' so pupils learn how to argue and defend points of view
 - Help pupils to express their views
- Teach pupils how public services operate and how they are held to account
 - Model how perceived injustice can be peacefully challenged

- We have our own school council with elected representatives for each class in KS2. Speeches prepared for why they would make a good school councillor and a ballot is held and pupils are voted for. All children are able to put themselves forward to their classmates.
- School Council members meet each week to discuss current issues within school and to drive rights respecting through school. They get ideas from their class members as well as a whole school display where ideas are posted. They feedback results from meetings and make plans on how to make improvements within school. They feedback to SLT and governors on their activities.
- Y6 pupils are encouraged to plan a speech about why they would make an effective head pupil and elections held on national day of democracy. A ballot is held and pupils are voted for children to vote.
- Charity champions elected who campaign for local and global issues and raise money and awareness.
- All children are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of the school on matters that directly involve pupils. – school councillors collect their views to discuss in the next meeting.
- Children also have a voice via the classroom 'Worry boxes' where they can raise concerns and share ideas as well as the school council display.
- Pupils also have the opportunity to have their voices heard through pupil questionnaires and pupil conferences.
- Our school behaviour policy involves rewards and sanctions which the pupils have discussed and this was decided in consultation with the school council, pupil views, staff, governors and parents' voices.
- The principle of democracy is explored in the PSHE, History and RE curriculum as well as in assemblies.
- Visits to appropriate venues, such as the local council offices, or meetings with local political figures have proven to be very enriching experiences.
- Pupils are actively involved in the selection processes of new staff.
- 'Fairness' is taught, discussed and modelled throughout the school. Children understand the term and abide by it in their daily lives.
- Children work co-operatively in pairs and small groups. They are taught turn taking from a young age. Older children can articulate respect for each other's opinions.





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	<ul style="list-style-type: none"> Disagreements are handled carefully, with pupils being encouraged to listen to each other and agree a mutual resolution – linked in to our rights respecting ethos. We take part in days such as Sport Relief, Comic Relief and Children in Need and learn that money can be used to help those less fortunate than ourselves. Year groups decide on their own class rules and create their own class charter. Every year group takes part in Anti-bullying Week.
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Rule of law

<ul style="list-style-type: none"> Ensure school rules and expectations are clear and fair Help pupils to distinguish right from wrong <ul style="list-style-type: none"> Help pupils to respect the law and the basis on which it is made <ul style="list-style-type: none"> Help pupils to understand that living under the rule of law protects individuals Include visits from the police in the Curriculum Teach pupils aspects of law and discuss how this might differ from some religious law <ul style="list-style-type: none"> Develop restorative justice approaches to resolve conflicts. 	<ul style="list-style-type: none"> The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced throughout regular school days. Our system for behaviour is aligned to our rights respecting ethos and children, parents, staff and governors were involved in creating the whole school charter. Each class have their own class charter Children are taught to abide by the school rules. We have ‘Golden Rules’, which are deeply embedded in our work every day. Rules and expectations are clear, fair and regularly promoted. Each class also discusses and sets its own rules that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment. The Home-School Agreement is discussed with pupils and they agree to follow it. Strong PSHE curriculum which teaches pupils to distinguish right from wrong and to respect the law. They are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Pupils are helped to understand that living under the rule of law protects individuals. Visits from authorities such as the Police; Fire Service; cyber-crime team etc. are regular parts of our calendar and help reinforce this message. The Behaviour and Anti-Bullying policies are linked into rights respecting and encourage the restorative justice process to resolve conflict. The school has zero-tolerance for any form of aggression, abuse or violence, which extends to pupils, staff and parents/carers. We are committed to praising children’s efforts. Children are rewarded not only for achievement in curriculum areas, but also for behaviour and for their rights respecting attitudes. Rewards are given in the form of extra break time, champion points and certificates. Children’s achievements are also recognised during Celebration Assemblies. Internet safety rules are taught and discussed with pupils with the cyber-crime team reinforcing the messages in assemblies.
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	<ul style="list-style-type: none"> • Use of 'social stories' for SEN children - explaining consequences of behaviour. Constant discussions and reiteration of the result and impact of actions on others • In assemblies, we look at rules in society and the consequences of breaking these – within PSHE curriculum, Re and history. • We have nurture groups led by adults in school where the peers lead the discussions with the aim being to improve self-esteem and behaviour of the child with difficulties • Year 6 experienced a day of First Aid training and the procedures regarding how to call in an emergency. • Safer Internet Day celebrated and endorsed and focus on engaging parents with online safety.
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Individual liberty

<ul style="list-style-type: none"> • Ensure school rules and expectations are clear and fair • Help pupils to distinguish right from wrong <ul style="list-style-type: none"> • Help pupils to respect the law and the basis on which it is made <ul style="list-style-type: none"> • Help pupils to understand that living under the rule of law protects individuals • Include visits from the police in the Curriculum • Teach pupils aspects of law and discuss how this might differ from some religious law • Develop restorative justice approaches to resolve conflicts. 	<ul style="list-style-type: none"> • Within school, pupils are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment. Staff and pupils uphold and adhere to our whole school charter and each class creates their own class charter which is signed by duty bearers and rights holders. • As a school we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment, a planned curriculum and an empowering education. • Pupils are supported to develop their self-knowledge, self-esteem and self-confidence. Pupils are encouraged to take responsibility for their behaviour and are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, e.g. through e-safety teaching and PSHE lessons. • Freedom of speech is modelled through encouraging pupil participation e.g. debate on prison sentence for knife crime in year 6. • Vulnerable pupils are protected and stereotypes challenged including within PSHE lessons. • A strong anti-bullying culture is embedded in the school. Anti-Bullying Week - classroom activities and discussions • Pupils have key roles and responsibilities in school e.g. school council, eco council, charity champion, rights respecting ranger, peace pals, buddies, prefects, head pupils. • Children are consulted on many aspects of school life and via the school council • Assemblies and curriculum cover discussions about self-respect and self-worth and the value of individuality so that children see that they are each important in their own right • Children are strongly encouraged to develop independence in learning and think for themselves • Pupils are encouraged to look after each other's wellbeing - PSHE topics promote self-awareness and responsibility. Buddies in EYFS and peace pals on the
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	<p>playground at lunch time. Displays around school to feedback to school council and anti-bullying/compliments display</p> <ul style="list-style-type: none"> • We encourage as much positive praise as possible and the school's Behaviour policy encourages children to reflect on their wrong-doings and consider alternatives to their behaviour • We learn about the differences and similarities between religions and that the key values are based around peace, love and respect • All staff have attended Prevent Training • We run a mindfulness yoga club teaching children breathing techniques and different ways to cope in different situations • Pupil Voice questionnaires are undertaken to enable pupils to express their opinions on certain subjects in school.
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Mutual Respect and the Tolerance of those with different Faiths and Beliefs

<ul style="list-style-type: none"> • Promote respect for individual differences • Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life • Challenge prejudicial or discriminatory behaviour • Organise visits to places of worship <ul style="list-style-type: none"> • Develop links with communities • Develop critical personal thinking skills <ul style="list-style-type: none"> • Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as lookedafter children or young carers 	<ul style="list-style-type: none"> • Tolerance is one of the core values of our school. This can be seen and felt in our rights respecting and peace mala ethos in school. The pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small • The school strongly promotes respect for individual differences - pupils are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life • Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour • Actively promoting our values also means challenging pupils, staff or parents expressing opinions contrary to fundamental values, including 'extremist' views • Links and visits are promoted with local faith communities and places of worship. E.g. Members of different faiths or religions are invited to school to share their knowledge and enhance learning within assemblies and in class. Each year group visits a religious place of worship • Through the PSHE and RE curriculums pupils are encouraged to discuss and respect differences between people • Assemblies and discussions involving prejudices and prejudiced-based bullying have been followed and supported by learning in RE and PSHE • We offer a culturally rich and diverse curriculum in which all major religions are studied and respected and global dimension work embedded in many of our Creative Curriculum Topics • Respect for each other is modelled by all staff towards the pupils and each other. Respect is discussed during assemblies, RE lessons and in everyday conversations. Respect covers: self-respect, respect for family, friends, and other groups; the school, the locality and the environment - See Equality Policy and Anti-Bullying Policy • Children's behaviours around the school demonstrate their understanding of respect
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- Cultural celebrations are discussed in class and assemblies. We celebrate different festivals in other cultures e.g. Diwali.
- Different types of family structure are discussed in PSHE
- KS2 buddies mentor our younger children with how to play at lunch times
- Our PSHE Curriculum covers differences in people and tolerance of others
- Children learn about British food and the parts of the flag that make up the UK. This includes looking at the map of the UK countries and capital cities.
- We celebrate different cultures and languages through international day of languages and within our PSHE, geography and RE curriculum.





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Appendix 2



Dear parents and carers,

Our PSHE & SRE Programme in Year 6

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

We believe to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships that promoting the health and well-being of our pupils is a vital part of their overall education. We do this through our Personal, Social and Health Education (PSHE) curriculum and through the values taught in Rights Respecting and Peace Mala. Our PSHE curriculum provides our children with the knowledge, skills and understanding of relationships, mental and emotional health, keeping safe, healthy lifestyles and living in the wider world. The aim of the PSHE course is to help our pupils make safe and informed decisions during their school years and beyond.

Since 2019, Relationships and Health education has become compulsory in primary schools. It is compulsory for pupils to know:

- **key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.**
- **about menstrual wellbeing including the key facts about the menstrual cycle.**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. In the year 6 sex education lessons, that parents have the right to withdraw from, the topics include sexual relationships including sexual orientation, homophobia and other forms of bullying; pregnancy; and contraception.

- ✓ Identify what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults.
- ✓ Explain that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the womb (female) and define the term reproduction.





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Cherry
Tree
Trust

- ✓ Describe what pregnancy is, where it occurs and how long it takes in a human.

However, although it is not statutory, we believe that the presentation of sexual images in social and other media make it important that all young people have a place to discuss pressures, check facts and dispel myths. Even if a child is withdrawn, many pupils will discuss such issues with each other outside the classroom – so, rather than hear about the content second-hand, we hope all children will have the opportunity to take part in our carefully planned lessons.

During the lesson, pupils will be able to ask questions, which will be answered factually and in an age appropriate manner. Each pupil's privacy will be respected, and no one will be asked to reveal personal information.

We will be starting our SRE lessons this half term. Parents can withdraw their child from the parts of Sex and Relationship Education (SRE) which fall outside the national Curriculum. Any parent wishing to withdraw their child should discuss this with the class teacher in the first instance and then in writing to the Headteacher by _____

Yours sincerely,

Mrs Campbell





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Appendix 3 Rights Respecting School

Newall Green Primary fully recognises the **United Nations Convention on the Rights of the Child, 1991** and we are working towards achieving our gold accreditation this year.

<https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2017/01/Summary-of-the-UNCRC.pdf>

The Convention must be understood as a whole: all rights are linked and no right is more important than another, e.g. The right to relax and play (article 31) and the right to freedom of expression (article 13) are as important as the right to be safe from violence (article 19) and the right to education (article 28). The Convention and values depicted by it are set out by Unicef, and sit alongside our Peace Mala Peace Commitments

We believe that rights education can be defined as learning **about** rights, **through** rights and **for** rights within a context of education **as** a right.

We aim to build the capacity of children and young people as rights-holders to claim their rights, and the capacity of adults as duty bearers to fulfil their obligations. This provides the space and encouragement for the meaningful participation and sustained civic engagement of children and young people.





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Appendix 4: overview of PSHE across school

Relationships and Sex education					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Manners	Greetings - how to greet people to show warmth.	Friendship - falling out.	Opinions - how to express yourself.	Collaboration and team work.	Changing relationships - support and care.
Friendships - what makes a good friend?	What is fair, unfair, kind and unkind?	Friendship - what makes a good friend?	Bullying - bystanders.	Collaborating - create charter towards shared goals.	Managing conflict within family.
Friendships - how to make friends.	Fairness - how our behaviour affects others.	Friendship - communication	Bullying - how it affects us mentally? How we can improve self-worth.	Collaborating - community spirit.	What happens in a loving relationship - what is forced marriage.
Responses - how to respond to someone's emotions.	Behaviour - consequences for our behaviour.	Friendship - listening to others.	Bullying - negative persistence.	Communication - confidentiality.	How a baby is made.
Family - who are special to us?	Behaviour - right and wrong.	Collaboration - working with others.	Friendships - how to respond to others and friendship issues.	Communication - how to communicate and listen.	What are the physical and emotional changes of puberty.
People who love and care for you	How your needs change over time.	How we change from young to old.	Family changes - two homes.	How to respond when having friendship issues.	
Differences and similarities between people	What happens when the body grows from young to old.	Physical changes before puberty.	Family links - family tree.	What is puberty.	
Similarities between girls and boys.	Similarities and differences between girls and boys	What is personal space.	What is diversity.	What are the different relationships in my life.	
	What is private - body parts.	What does a healthy relationship look like?	Connections - similarities and differences.	What is unwanted touch.	
		Why is it important to be equal in relationships?	Do boys and girls have different roles?		
			What changes happen to my body? Private parts.		





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Mental and Emotional Health					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Feelings - how I feel	Aspirations - making goals.	Physical, emotional and mental health.	Strengths and weaknesses	What is mental health?	Aspirations - identified strengths in yourself and others.
What are feelings - what makes me happy?	What is the difference between small and big feelings?	How do my feelings affect my behaviour? How can I manage my feelings?	How to set realistic targets for the future.	How do I negotiate and compromise?	Aspirations - reflect on past achievements.
Happiness	Emotions - love.	Physical, emotional and mental health - setting goals.	How to break down the steps needed to achieve a goal?	How do I stay safe on a mobile or tablet?	Aspirations - setting goals.
Anger	Emotions - sadness.	What are the ways of communicating online?	Emotions - loss and separation - left behind.	Online relationships and staying safe.	Aspirations - careers day.
What is the difference between good and bad secrets?	How can I keep safe online?	Online privacy - E-Protection.	Importance of self-respect and how this links to happiness.	Emotions - death and grief.	Healthy lifestyles and how to seek help with mental health.
What is a bully?	What makes others happy?	Talking about emotions - separation and loss.	Emotions - judge what they are feeling and if it is appropriate and proportionate.	How can I be happy being me?	Mental wellbeing and bullying.
Unkindness - blame game.	Understand bullying and how to get help.	Emotions - getting lost and what to do.	What is resilience?		How can I challenge negative thoughts and feelings?
How does my behaviour affect others?		What am I good at?	What does it mean to have responsibility over my choices and actions?		What is stereotyping?
			What is discrimination?		Gender stereotypes and jobs.
					How can the internet positively and negatively affect our mental health?
					Happy being me resources.





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Keeping Safe					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Emotional help - how and who to ask for help.	How do medicines help us when we are unwell?	What happens when I breathe smoke in the air?	How do I manage risks in my life?	How do I respond to dares?	How do drugs affect the mind and body?
Internet safety - staying safe online.	How do I keep safe at home?	How do I recognise risks in my life?	Online privacy - staying safe online.	What are habits?	Vaping and peer pressure.
Sun safety	Taking responsibility for our actions and the impact this has on others.	First aid - what is an emergency?	Online - risks of excessive time online and positives/negatives of content.	Facts about legal and illegal harmful substances.	How do I manage peer pressure?
Road safety - Green X code	What is my responsibility for keeping myself and others safe?	What to do in an emergency?	Understand why social media and online games are age restricted.	Facts about alcohol use.	What are basic emergency first aid skills?
What are the rules for keeping me safe at school and outside?		First aid - emergency calls.	What is self-control?	Facts about smoking and tobacco related products .	What are the risks out and about in my local area?
What are the rules about household substances?			What is the difference between legal and illegal drugs? Are all drugs harmful?	Who or what influences me?	
What is an emergency and what do I do?				Substance abuse - peer pressure.	
				Basic first aid.	

Healthy Lifestyles					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What foods should I eat?	How do I keep myself healthy?	Healthy lifestyles - a balanced approach.	How do I make sure I sleep well?	How can we stop the spread of infection?	How is my mental and physical wellbeing connected?
What constitutes a healthy diet?	Dental hygiene - how to brush teeth.	What is a healthy diet? What is an unhealthy diet?	Nutrition in food and balanced diet.	Benefits of active lifestyles on mental and physical health including hormones.	How do I keep physically healthy?
Healthy eating - planning healthy party food.	Dental hygiene - why is it important to take care of your teeth?	Benefits of regular physical exercise.	What is fuel for the body?	Why is it important to know the nutritional content of food?	Can I plan and prepare a healthy meal?
How can I look after my teeth?	Dental hygiene - links with healthy/unhealthy diet.	Importance of sufficient good quality sleep.	Working with food - gender stereotypes and job roles in food industry.	Nutrition and food - create a healthy menu.	
Why is it important to wash my hands?	Healthy lifestyles - physical activity and how muscles work.	How do I keep safe in the sun?	Benefits of healthy diet and sources of food.	Nutrition and food - cook a healthy meal.	
	Why is it important to keep active?	Why is personal hygiene important?	How do I know if I'm physically ill?		
	How can I prevent diseases spreading?				





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Living in the wider world					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What are class rules? British Values	What groups and communities am I a part of?	Rules, responsibilities and expectations.	What are the rights of the child?	How are rules and laws made and changed?	Race and ethnicity - USA.
Rules and responsibilities - taking turns.	Develop a sense of belonging in the wider community.	Planning and thinking ahead.	How do we look after our money?	Why structure is needed in different situations.	Similarities and differences in cultures.
Money - recognise notes and coins and choices around spending.	Understand the role of the local community.	Importance of behaving responsibly and that actions have consequences.	Understand why financial management and planning is important.	U.N Rights	Why is it important to be critical of the media online and offline?
Where does our money come from?	Understand the importance of shared responsibility within all communities.	How do rules and law protect me?	What is sustainability?	What is Fairtrade?	Internet safety - fake news.
How to keep money safe.	How do we make choices about spending money?	What is the difference between my local British communities and global communities?		How can I develop my enterprise skills?	How do people manage money?
What is the environment?	Importance of managing money carefully.	What are the links between work and money?		What is racism?	Money - budgeting.
Responsibilities - looking after the environment.	Money - shopping list and budget.				Money - consumer sense.
Responsibilities - lending and borrowing.	Choices in spending money wisely - needs and wants				Money - making money.
	Understanding of enterprise				Money - raising money.
	How can we look after the environment?				What do I want to be?

Appendix 5: Teacher Checklist when working with External Contributors





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Criteria	Notes
1) Are you aware of the aims and objectives being delivered by the external contributor?	
2) Does the external contributor complement and not replace teacher led activities?	
3) Is the external contributor aware of the relevant school policies e.g. PSHE, safeguarding, handling disclosures?	
4) Have the learning outcomes of the session been agreed upon by the external contributor and lead teacher?	
5) Is the methodology and content age- appropriate?	
6) Are teaching resources provided? If so can you preview them and are they up to date and appropriate?	
7) Has the external contributor been made aware of the group sizes and the pupils' needs, ability and age?	
8) Have the pupils been appropriately prepared i.e. in previous lessons or before the session/event?	
9) Has follow-up been planned and does the learning need to be extended into a further lesson?	
10) Have all relevant staff (i.e. pastoral support) been informed and made aware of the planned session?	
11) Have parents been informed appropriately and does permission need to be obtained?	
12) Have appropriate behaviour and expectations been discussed with the pupils regarding how to engage with the external contributor?	
13) Has the school decided on how to evaluate the effectiveness of the support with staff, pupils and the visitor?	
14) Have you checked what equipment (technical or otherwise) is needed by the contributor?	





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15) Have you ensured that at least one member of staff is present throughout the session and will they be ready to participate?	
16) Have you checked the visitors' DBS status if appropriate?	
17) Have you agreed fees, expenses or the cost of resources?	
18) Have you filled in a service level agreement?	

Appendix 6: PSHE lesson cover sheets





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<u>DATE:</u>	<u>WALT:</u>
<u>Lesson focus:</u>	
<u>Pupil activities:</u>	
<u>Assessment:</u>	
<u>Pupil assessment:</u>	
<u>Pupils identified:</u>	
	<u>Paths pupil comment:</u>





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Assessment sheets for start and end of each topic

Name _____

Relationships



Name _____

Mental and Emotional Health





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Cherry Tree Trust

Name _____

Keeping Safe



Name _____

Healthy Lifestyles





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Name_____

Living in the Wider World



Name_____

Drugs and Alcohol



Appendix 7: 'I can statements' for start and end of year.





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I can say what makes a good friend, what loneliness is, how to include others, and suggest some ways to resolve disagreements.						
I can say how I am the same and different to other people, and how to treat myself and other people with respect						
I can say what bullying and hurtful behaviour are, how they might make someone feel, that they are unacceptable, and who to ask for help.						
I can describe what pressure might look or feel like in a friendship or in situations with other children, and ways to resist it.						
I can talk about things that matter to me, and say how to play and work with others.						
I can say when it is important to ask for permission and how to ask for, give, or not give permission.						
I can say what privacy means, and which body parts are private.						
I can recognise when a secret should not be kept, but told to a trusted adult.						
I can identify types of touch that are acceptable or unacceptable, recognise the need to ask permission, and say who to tell about concerns or worries.						
I can recognise that some people behave differently online and say some simple ways to keep online communication safe.						
I can say who to tell if a relationship, or the actions of someone I don't know, has made me feel uncomfortable, upset, or unsafe.						

Living in the wider world	Start of year			End of year		
	Working towards ☹️☹️	Working at 😊😊	Working beyond 😄😄	Working towards ☹️☹️	Working at 😊😊	Working beyond 😄😄
I can give some examples of rules in school or at home and say why they are important.						
I can say some ways to care for the plants, animals and people around us and why this is important.						
I can identify some similarities and differences between people in my school and community.						
I can give some examples of groups I and other people belong to and the roles and responsibilities in these different groups.						

I can state some rules for using the internet and devices safely, and recognise that not everything online is always true.						
I can describe how wanting something is different from needing something.						
I can say what money is, where it comes from, and how it can be looked after, saved or spent.						
I can recognise that people have different strengths, identify some different jobs that people do and some skills needed for those jobs.						





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Key stage 2

Name of pupil _____ Class _____	Start of year			End of year		
	Working towards ☹️☹️	Working at 😊😊	Working beyond 😊😊😊	Working towards ☹️☹️	Working at 😊😊	Working beyond 😊😊😊
Health and Wellbeing						
I can explain a range of ways to keep healthy, that habits can have positive and negative effects on health, and how to manage pressure to do things that are not healthy.						
I have a wide vocabulary to describe different emotions in myself and others, and can explain how feelings change and ways to manage difficult feelings, including those related to change and loss						
I can recognise the link between physical and mental health and describe strategies that promote mental health for myself or others.						
I can explain the importance of balancing time online with other activities for physical and mental wellbeing.						
I can identify things that make me who I am, that I am proud of and recognise how building personal strengths contribute to <u>selfworth</u> .						
I can suggest ways to manage setbacks and unhelpful thinking.						
I can identify external genitalia and internal reproductive organs, and describe how and why bodies change as we grow, including during puberty and suggest strategies to manage these.						
I can explain how babies are conceived and born as part of the human life cycle.						
I can describe ways to prepare for and manage transitions positively between important stages in life or school.						
I can assess how safe or unsafe different choices for health and wellbeing are, explain the purpose of laws, rules and restrictions to keep children safe, and how to use risk assessment skills to make safe choices.						
I can suggest ways of reducing and managing risk at home, online, on the road and elsewhere.						
I can explain how different substances, including legal and illegal drugs, can affect health positively and negatively; identify a range of associated risks and influences, and suggest ways to manage these.						
I can demonstrate and give reasons for hygiene routines, and explain the importance of following them regularly.						
I can recognise signs that I or someone else may need help with their physical health or mental wellbeing.						
I can identify a range of sources of support (people who help children stay safe and healthy) and suggest who to ask in different situations, including if I or someone I know is at risk.						
I can explain or demonstrate how to respond in emergency situations, including basic first aid skills.						





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Name of pupil _____ Class _____	Start of year			End of year		
	Working towards ☹️☹️	Working at 😊😊	Working beyond 😊😊😊	Working towards ☹️☹️	Working at 😊😊	Working beyond 😊😊😊
Relationships						
I can explain how families are different and identify features of positive family life.						
I can explain what makes a healthy, positive friendship and ways to avoid or resolve arguments and other friendship issues.						
I can describe different types of relationship, including loving and intimate relationships, and explain that people can experience emotional, romantic and sexual attraction with people of different or the same sex.						
I can recognise the importance of getting help if I feel lonely or excluded, and can describe how to help others to feel included.						
I can name different types of bullying, explain the effects of bullying and hurtful behaviour, including online, and how to respond if it is experienced or witnessed.						
I can say what discrimination is, recognise that everyone deserves to be treated with respect, and how discrimination can be challenged.						
I can express and discuss my views on topical issues, and listen respectfully to others.						
I can recognise peer influence or pressure in a range of situations and suggest strategies to manage and respond to it.						
I can explain the meaning and importance of consent (asking for/giving/not giving permission) in a variety of situations, including how or when to seek, give and not give consent.						
I can explain the importance of privacy (including keeping some body parts private), different circumstances when privacy is important (including online), and how to respect personal boundaries.						
I can explain the difference between appropriate and inappropriate touch, including appropriate boundaries with people we do or don't know, and who to tell if concerned about any contact.						
I can recognise when it is right to break a confidence or share a secret, and who to tell.						
I can describe how online communication is different from face to face communication, including how people might behave online; and suggest ways to keep online relationships and communication safe and respectful.						
I can explain when, where and how to get help or support if worried about relationships of any sort.						





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Name of pupil _____ Class _____ Living in the wider world	Start of year			End of year		
	Working towards ☹️☹️	Working at 😊😊	Working beyond 😄😄	Working towards ☹️☹️	Working at 😊😊	Working beyond 😄😄
I can identify a range of different rules, laws, and human rights, explain why they are important and possible consequences of not following rules.						
I can explain our shared responsibilities and ways we can care for others and the environment, and how everyday choices impact the environment.						
I can explain benefits of having diversity in our community and ways to promote inclusion in our school and community.						
I can explain what stereotypes, prejudice and discrimination mean, why we need to show others respect and how we can positively challenge discrimination.						
I can explain how people use the internet in different ways, including how data is gathered and used, describe benefits and challenges of using the internet and safety rules to help minimise risk when using digital devices.						
I can explain why information online is not always true, suggest ways to assess whether online information is accurate and trustworthy, and explain how to report harmful content.						
I can explain the role of money, that it can be earned, saved and spent, and how to make decisions about different uses of money, including managing risks and influences.						
I can recognise how financial decisions can impact people's emotions, including choices related to gambling.						
I can identify strengths, skills and achievements, how these might help me choose a job, and use these to set goals.						
I can describe some of the pathways into a range of jobs, and recognise that peoples' jobs can change over their lifetime,						
I can recognise factors that might limit or support people's career choices, including stereotypes related to different jobs, and be ambitious for my future.						





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Appendix 8: Ground rules for PSHE lesson

Healthy Lifestyles

Listening

Article 12 - respect the views of others
Article 13 - share thoughts freely
Article 14 - freedom to choose thoughts, opinions and religion

Respect
Article 2 - No discrimination

Confidentiality
Article 16 - protection of privacy

Ground Rules

Appendix 9: signposting for support





Newall Green Primary School

Aiming High To Reach Our Goals

Firbank Road, Newall Green, Wythenshawe, Manchester, M23 2YH
Tel: 0161 437 2872 Fax: 0161 436 2178 www.newallgreen.manchester.sch.uk



Relationships Education

You can talk to...

- Trusted adult
- Saheli.org.uk
- Teacher
- School nurse
- karmanirvana.org.uk
- childline
ONLINE, ON THE PHONE, ANYTIME
childline.org.uk | 0800 1111

Appendix 10: PSHE flyer for parents and carers





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How is PSHE taught at Newall Green?

As you have already been informed, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, make Relationships and health Education compulsory for all pupils receiving primary education.

The changes to the statutory curriculum didn't change things for us at Newall Green as we already had a strong PSHE curriculum embedded within the school. PSHE is taught discreetly every week in every classroom and each class develops their own booklet to showcase everything that they have been doing.

Our pupil voice shows us how much our children love and appreciate their PSHE lessons. The safe space within the classroom allows the children to share their thoughts freely and discuss their own opinions and the opinions of others.

We have a whole school PSHE curriculum which exceeds the minimum statutory lessons for primary school and has been tailored to meet the needs of our pupils within the context of Manchester. The curriculum is broken down into year groups and covers five key themes: **relationships and sex education, keeping safe, mental and emotional health and living in the wider world.**

If you wish to see the overview for your child's year or if you would like to find out more information about our PSHE curriculum, then please see the policy on our website or speak to your child's teacher.



PSHE at Newall Green primary school.

At Newall Green, as a Peace Mala and Rights Respecting school, PSHE is at the heart of everything we do so that we can support our pupils to embrace the challenges of creating a happy and successful adult life. We want to equip our pupils with the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships. Our pupils can then put this knowledge into practice as they make decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives but we hope that through our PSHE curriculum we can support our young people develop resilience, to know how and when to ask for help, and to know where to access support.



Respect and Equality

As a Rights Respecting school, we ensure that our pupils respect everyone equally. Our PSHE curriculum teaches our pupils about our protected characteristics and that we should treat everyone equally and with respect. The Department for Education states that **'Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics...at the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson.'**



Do I have the right to withdraw?

Relationships and Health Education is compulsory in all Primary Schools in England and you cannot withdraw your child from these lessons.

Health Education, in keeping with the statutory content from the Department for Education, includes: - Learning about 'the changing adolescent body' to equip children to understand and cope with puberty. In addition to this the National Curriculum for Science (also a compulsory subject) includes - Learning the correct names for the main external body parts - Learning about the human body as it grows from birth to old age - Learning about reproduction in some plants and animals.

Within our PSHE curriculum, alongside our Science curriculum, we cover all of the above using content and methods appropriate to the child's age and developmental stage, building on the previous years' learning.

Sex education is not compulsory for primary schools but the Department for Education recommends that 'all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils'. In year 6, aspects of human reproduction are taught in PSHE so parents do have the right to request their child is withdrawn from this specific lesson. A letter detailing the content of the lesson and our rationale for teaching this will be given to parents/carers before this lesson takes place. The letter will also explain the steps necessary if you wish to withdraw your child from that lesson.

