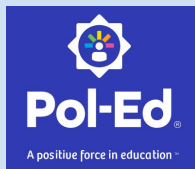




Our P.H.S.R.E. Curriculum

From tiny seeds beautiful minds blossom and grow...

Developed with reference to



PHSRE Curriculum Intent

At East Herrington Primary Academy, we believe that personal, social, health and relationships education (PSHRE) enables our children to become healthy, independent and responsible members of society. We feel it is an important part of children's education to help them to understand how they are developing personally and socially.

We aim to support our children to understand mental health and wellbeing and provide strategies to support them in times of difficulty. We provide our children with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of the diverse society in which we live. Our children have the opportunity to explore healthy relationships and consent within age appropriate contexts. We encourage our children to play a positive role in contributing to school and the wider community. Through our PSHRE and SMSC curriculum at East Herrington Primary School we recognise our duty to 'actively promote' and provide opportunity for our children to understand the fundamental British Values (Democracy, The Rule of Law, Individual Liberty, Mutual Respect and tolerance and for them to become fair, tolerant and confident adults in a forever challenging world.

PHSRE Curriculum Implementation

The school curriculum will focus on four core learning themes:

- Relationships
- Keeping Safe
- Understanding the Law
- Wellbeing

The Scheme of work is delivered weekly and also includes opportunities to link British Values, Spiritual, Moral, Social and Cultural (SMSC) and school's key skills into the curriculum. Children have access to key knowledge, language and meanings in order to understand PSHRE and to use across the wider curriculum

Working class journals in each classroom exemplify the terminology used throughout the teaching of PSHE, British Values and SMSC which enables pupils to make links across the wider curriculum.

All year groups focus on the same overarching learning theme at the same time in the school year which allows for collaborative work and the use of assemblies to reinforce the learning in PHSRE as a whole school focus.

As part of the scheme of work, children learn primarily through POL Ed. In addition to this we implement our curriculum using KIDSAFE; which further reinforces the importance of safe relationships, S.U.M.O; which develops and strengthens children's resilience and understanding in the face of difficulties and No Outsiders which supports the understanding of protected characteristics and the message that everyone is welcome in our school.

In addition to this, our ongoing Assembly Curriculum and Whole School Events program support our curriculum offer for PHSRE.

PHSRE Curriculum Impact

- for children to develop feelings of self-respect, self-esteem, self -confidence, sympathy and empathy.
- for children to have the confidence to be participating members of society and to value themselves and others.
- to prepare pupils for puberty and encourage them to take responsibility for their own actions.
- to give children an understanding of the importance of both mental and physical health.
- for children to develop and use communication skills and assertiveness skills to cope with the influences of their peers and all types of media.
- for children to understand and demonstrate fundamental British values of the rule of law, individual liberty, mutual respect and acceptance of those with different faiths and beliefs in preparation for life in Modern Britain.

Annual Whole School Events

Autumn Term: Anti-Bullying Week

Odd Socks Day, Macmillan Coffee Event, Parliament Week, Black History Month, Remembrance, Children in Need, Human Rights Day, Winter Water Safety.

Spring Term: World Religion Day, Safer Internet Day, NSPCC Number Day, Careers Week, British Science Week, Children's Mental Health Week.

Summer Term: Mental Health Awareness Week, World Art Day, Summer Water Safety, Music Festival.



Please note this list can be subject to change.

Oracy is a golden thread which runs through our full school curriculum. To support ORACY in PHSRE, the following sentence STEMs are encouraged.

Talk like an Citizen Sentence Stems

- I liked / I disliked...
 - I think that...
 - I feel...
-
- I agree / disagree with your suggestion of...
 - I felt the most inspired when...
 - We worked together best as a team when we...
 - We found it difficult when...
 - During this activity, I felt... because
-
- I found the..., a particular struggle / strength...
 - The strengths / weaknesses of our work were...
 - An advantage / disadvantage of this work was...
 - To improve your mood, I would suggest...
 - I feel the emotion of..., because.... impacted on me positively/ negatively.
 - Working in teams has meant that..
 - Overall, I think that...has led...to respond in this way
-
- Personally, I found this activity..., therefore...
 - Mentally, I found this activity the most demanding, as...
 - After careful evaluation, I now feel that... would make the most difference.
 - I have considered both sides of the argument and have concluded...
 - Although I respect your opinions, I personally believe that...
 - Collaboratively, we felt that..
 - The impact of this activity has made me feel..., which has surprised me, as...

EYFS



Our main link to PHSRE is within our ‘Personal, Social and Emotional Development’ area of learning :

3-4 year olds	Personal, Social and Emotional Development	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. Shows increasing consideration of other people’s needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others’ play Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies them self in relation to social groups and to their peers Is sensitive to others’ messages of appreciation or criticism
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Our main link to PHSRE is within our ‘Personal, Social and Emotional Development’ area of learning :

Reception	Personal, Social and Emotional Development	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. Know and talk about the different factors that support their overall health and wellbeing: ● regular physical activity ● healthy eating ● toothbrushing ● sensible amounts of ‘screen time’ ● having a good sleep routine ● being a safe pedestrian ● is increasingly flexible and cooperative as they are more able to understand other people’s needs, wants and behaviours
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How we do this in our provision...

Learn to recognise our emotions and feelings

Learn and talk about our school rules and why they are important

Learn that all families are different.

Be encouraged to always try new activities.

Learn about safe screen time and how to stay safe online.

Learn how to keep safe eg when crossing a road.

Talk about our well-being.: how to look after our body and mind.

Learn to make new friends and solve conflict with support from adults when they occur.

Read stories that encourage us to sympathise and empathise and to understand how characters feel.

Take part in yoga and meditation to help us relax and be calm.

Pol-Ed Sessions in EYFS

 Relationships	 Keeping Safe	 Understanding the Law	 Wellbeing	
How can I be a good friend? How can I make other children feel happy? How can I play nicely with others? How can adults at school help me?	How can I play safely? How can I keep safe at school? How can I keep safe at home?	What are rules? What are consequences? What can I do if I am feeling big emotions? Who are the police and how do they help us?	How can I be a germ buster? How does food help me? How does exercise help me?	What are emotions? What is empathy? What is respect? What is self-worth? What is resilience? What is risk?

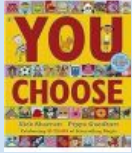
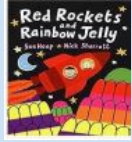


First name:
Watson

Last name:
Bear

Place of birth:
West Yorkshire

NO OUT SIDERS

	You Choose Nick Sharratt and Pippa Goodheart	To say what I think.
	Red Rockets and Rainbow Jelly Sue Heap and Nick Sharratt	To understand that it is ok to like different things.
	Blue Chameleon Emily Gravett	To make friends with someone different.
	The Family Book Todd Parr	To understand that all families are different.
	Mommy, Mama and Me Leslea Newman and Carol Thompson	To celebrate my family.

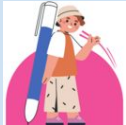
Year 1



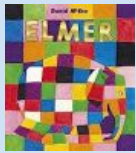
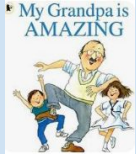
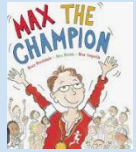
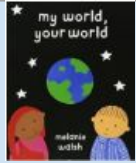
Pol-Ed Sessions in Year 1

The year 1 lessons further embed the themes explored in the EYFS and introduce pupils to new themes that set the initial building blocks of the four knowledge areas. Emotional regulation remains a key focus and pupils also explore the key people that help them and make them feel happy.

Relationships: The emphasis is on healthy friendships, recognising when friendships are going well and when they are not and how to navigate these scenarios. **Keeping Safe:** Pupils explore the people who help keep them safe and the importance of speaking up. They begin to consider how to stay safe in new places, and the importance of listening and responding sensibly if there is an emergency, as well as the people who can help us during emergencies. **Understanding the Law:** Emphasising the role that rules play in our day-to-day life and their personal role within this. Pupils also explore the role of the police. **Well-being:** In alignment with the relationship and keeping safe topic areas, pupils explore their feelings and the importance of speaking up when they are struggling with these. Pupils also consider what makes them special.

 Relationships	 Keeping Safe	 Understanding the Law	 Wellbeing	
How can I make friends? What if my friends are making me feel sad? * Why are safe hands important? * Why is name calling unkind? What is bullying? How can I be an ally?	How can I speak up? * Who are my trusted adults? * How can I keep safe in new places? * Who else helps to keep me safe? Responding to emergency situations. What is 999? * (Moved from UTL)	How can I be responsible? Why have different rules in different places? * What can happen when rules are broken? What do the police do?	What makes me special? What do feelings feel like? How can I share my feelings? How can I be an empathy expert?	What is empathy? What is respect? What is resilience

The No Outsiders Book Spine:

Year 1	Book title and Author	Learning Intention	Theme Covered
	Elmer David McKee	I like the way I am	Race Mutual Respect and Tolerance
	Ten Little Pirates Mike Brownlow and Simon Rickerty	To play with boys and girls	Gender Equality Mutual Respect and Tolerance
	My Grandpa is Amazing Nick Butterworth	To recognise that people are different ages	Mutual Respect and Tolerance
	Max the Champion Alexandra Strick and Ross Asquith	To understand that our bodies work in different ways	Mutual Respect and Tolerance
	My World, Your World Melanie Walsh	I share the world with lots of people	Race Mutual Respect and Tolerance

Year 2



Pol-Ed Sessions in Year 2

The year 2 lessons expand on the knowledge and skills developed in KS1 and add further breadth to their learning. Pupils are introduced to discreet topic areas in recognition of their increasing maturity as they move through KS1 and are preparing for KS2. **Relationships**: Exploring the different relationships we have with a range of different people, with a particular focus on family. **Keeping Safe**: Emphasising safety messages in more specific contexts in recognition of increasing maturity as they move through the key stage, including online safety. **Understanding the Law**: In alignment with the keeping safe topic area, pupils explore the internet further as well as rules and laws associated with age. Money and jobs are also emphasised as an early introduction to responsibility, fairness and consequence. **Well-being**: Emphasising physical health and how this supports well-being, including the exploration of change as pupils come to the end of the key stage.



Relationships



Keeping Safe



Understanding
the Law



Wellbeing



Why are relationships important?
How are we the same, how are we different?
What is a family?
Who looks after me?
How do I share family worries? *

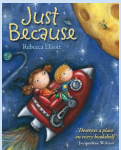
What is private information?
How can I keep safe online? *
Unplanned encounters.
What are medicines?
What is fire safety?

What is the internet?
Why does age matter? *
What are needs and wants?
What is money?
What is a job?

How can I deal with change?
What does it mean to be healthy?
How can I look after my body?
Why is sleep important?
When do I need to take a break?

What is fact-finding?
What is future planning?
What is informed decision making?
What is self-worth?
What is understanding risk?

The No Outsiders Book Spine:

Year 2	Book title and Author	Learning Intention	Theme Covered
	The Great Big Book of Families Mary Hoffman and Ros Asquith	To understand what diversity is	Diversity Mutual Respect and Tolerance
	The First Slodge Jeanne Willis	To understand how we share the world	Race Mutual Respect and Tolerance
	The Odd Egg Emily Gravett	To understand what makes someone feel proud	Mutual Respect and Tolerance
	Just Because Rebecca Elliot	To feel proud of being different	Mutual Respect and Tolerance
	Blown Away Rob Biddulph	To be able to work with everyone in my class	Mutual Respect and Tolerance

KS1 Aspirations, Work and Career

Through our bi-annual Career's Week and on going work on career's encounters and careers reflection, the following objectives are covered:

L14 that everyone has different strengths

L15 That jobs help people to earn money to pay for things

L16 to know about the different jobs that people they know or people who work in the community do

L17 to know about some of the strengths and interests someone might need to do different jobs.

This career is...	
Draw this career.	
What does this person do in their career?	
Would you like to have this career?	

Year 3



Pol-Ed Sessions in Year 3

The year 3 lessons recognise that pupils have moved up to a new key stage, and therefore there is ample opportunity to revisit, re-emphasise and introduce pupils to core themes and knowledge that are needed across our three topic areas. **Relationships**: Emphasising relationship values and reminding pupils how they can report concerns. **Keeping Safe**: Exploring how risk feels and reminding pupils how and why they should share information with, and gain support from, adults that can help them to keep safe. **Understanding the Law**: Focusing on rights and responsibilities in relation to the law and ensuring a clear understanding of the need for laws and how they are enforced. **Well-being**: Pupils are re-introduced to mental health and explore their strengths and how they can seek support.



Relationships



Keeping Safe



Understanding the Law



Wellbeing



Who are my people?
How should we treat people?*

What do we mean by consent in friendships?*

What to do when friendships go wrong.

What is bullying?*

What do we mean by risk?*

How can I share my worries?*

When should I break a secret?

What are emergency services?*

What are emergency situations?

What are children's rights?
How can I be a responsible citizen?*

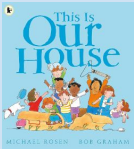
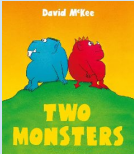
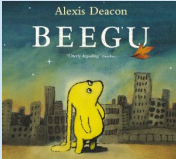
What is the law and why do we have it?*

How do we enforce the law?*

What is mental health?
What am I good at?
How does intense feeling feel?
What words can I use to talk about my feelings?
How does school help me?

What is empathy?
What is resilience?

The No Outsiders Book Spine:

Year 3	Book title and Author	Learning Intention	Theme Covered
	Oliver Birgitta Sif	To understand how difference can affect someone	Mutual Respect and Tolerance
	This is Our House Michael Rosen	To understand what discrimination means	Mutual Respect and Tolerance Discrimination
	Two Monsters David McKee	To find a solution to a problem	Democracy Individual Liberty
	The Hueys in the New Jumper Oliver Jeffers	Use strategies to help someone who feels different	Mutual Respect and Tolerance
	Beegu Alexis Deacon	To be welcoming	Mutual Respect and Tolerance

Year 4



Pol-Ed Sessions in Year 4

The year 4 lessons introduce a sense of autonomy and personal responsibility to align with pupils growing maturity as they progress through this key stage. **Relationships**: Pupils consider how they can both influence others and be influenced themselves, the topic of equality is also explored, ensuring pupils understand their moral responsibility and the concept of allyship. **Keeping Safe**: Emphasising the practical information needed to ensure personal safety as pupils become more independent both in their home and local area if and when playing outside. **Understanding the Law**: In alignment with the relationship topic area, the law in relation to equality is explored. In alignment to the keeping safe topic area, the law in relation to looking after the local area is explored e.g. introducing criminal damage, public order etc. **Well-being**: Explores personal responsibility regarding physical health and how this supports mental health.



Relationships

Who makes up my community?
What is a healthy friendship?
What is peer influence?
How can we be role models?
What is diversity?
What is discrimination?*



Keeping Safe

Who do I encounter?
What are hazards in the home?
How can we keep safe on the road?*



Understanding the Law

What are protected characteristics?*



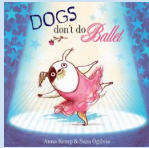
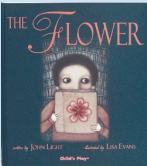
Wellbeing

How do my choices help me to be healthy?
What are healthy habits?
Why is food fuel?
How can I be a hygiene hero?
How does school build my character?



What is respect
What is self worth?

The No Outsiders Book Spine:

Year 4	Book title and Author	Learning Intention	Theme Covered
	Dogs Don't Do Ballet Anna Kemp and Sarah Ogilvie	To choose when to be assertive	Individual Liberty
	King and King Linda Hann and Stern Nijland	To understand why people choose to get married	Individual Liberty
	The Way Back Home Oliver Jeffers	To overcome language as a barrier	Mutual Respect and Tolerance
	The Flower John Light	To ask questions	Individual Liberty
	Red: A Crayon's Story	To be proud of who I am	Individual Liberty

Year 5



Pol-Ed Sessions in Year 5

The year 5 lessons have an online focus, ensuring pupils are acquiring the key knowledge and skills needed to navigate the online world. The increased independence and impact of puberty that occurs during upper KS2 is also a key feature. **Relationships:** Influence and responsibility remains a key theme, with the added emphasis of online relationships. **Keeping Safe:** In alignment with the relationship topic area, online safety is featured, keeping safe whilst out and about is also emphasised in relation to increased independence. **Understanding the Law:** In alignment with the previous topic areas, the law in relation to online activity is explored. **Well-being:** Emphasises the various factors that impact well-being during upper KS2, with alignment to online factors including potential decreases in physical activity due to time spent online.



Relationships



Keeping Safe



Understanding the Law



Wellbeing



What is peer pressure?*

What is media influence?

What are my personal boundaries?

What are online friendships?

What is grooming?*

How do words have power?

How can we keep our things safe?*

What are the risks with money?

How can we use our phones sensibly?*

What are deep fakes?

How can I report an online worry?

What is independence?

What can and can't I do on the internet?

What is trolling?

What is gambling?

What are online purchases?

What is my personal identify?

How might puberty impact the way I feel?

How might being online impact the way I feel?

How might my activity levels impact the way I feel?

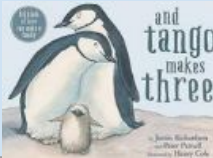
How might school impact the way I feel?

How can drugs and alcohol make people feel?

What is fact finding?

What is informed decision making?

The No Outsiders Book Spine:

Year 5	Book title and Author	Learning Intention	Theme Covered
	Where the Poppies Now Grow Hilary Robinson and Martin Impey	To learn from our past	Individual Liberty
	Rose Blanche Ian McEwan and Roberto Innocenti	To justify my actions	Mutual Respect and Tolerance Religion, Race, Prejudice Discrimination
	How to Heal a Broken Wing Bob Graham	To recognise when someone needs help	Empathy
	The Artist who Painted a Blue Horse Eric Carle	To appreciate artistic freedom	Individual Liberty
	And Tango Makes Three Justin Richardson and Peter Parnell	To exchange dialogue and express an opinion	Sexual Orientation Prejudice Accepting Difference

Year 6



Pol-Ed Sessions in Year 6

The year 6 lessons explore more mature themes across all knowledge areas, there is also a clear transition focus to help ensure pupils are equipped with the skills and knowledge needed to navigate secondary school effectively.

Relationships: Emphasising the relationship skills needed to navigate secondary school as well as further exploring themes of discrimination.

Keeping Safe: Exploring more mature themes which could arise due to increased online usage and independence.

Understanding the Law: Emphasising the different types of crime with a focus on crime types most common with this age group. Marriage is also included as a safeguarding theme relating to law.

Well-being: In alignment with the previous topic areas. There is a focus on ensuring pupils know how to seek support and handle transition. There is also emphasis of looking to the future, ahead of leaving primary school and embarking on the next stage of education.



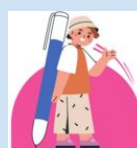
Relationships



Keeping Safe



Understanding the Law



Wellbeing



What is my relationship with authority?
What is debate?
What is sexism?
What is racism?
What is homophobia?
How can I get ready for secondary relationships?

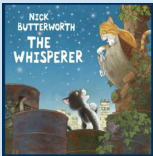
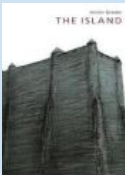
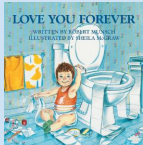
What is spiking?
What is the issue with addiction(vaping/smoking)?*
What do we have age restrictions for screen time (TV/gaming)?
How is my data shared?

What different types of crime are there?
What is shop theft?
What is antisocial behaviour?
What is a weapon?
What does the law say about legal drugs?
What does the law say about marriage?

What does 30 look like?
How can I reframe my thinking?
How can I seek support for my mental health?
How can I cope with leaving school?

What is risk?
What is future planning?

The No Outsiders Book Spine:

Year 6	Book title and Author	Learning Intention	Theme Covered
	My Princess Boy Cheryl Kilodavis	To promote diversity	Mutual Respect and Tolerance Diversity Individual Liberty
	The Whisperer Nick Butterworth	To stand up to discrimination	Mutual Respect and Tolerance Discrimination
	The Island Armin Greder	To consider causes of racism	Mutual Respect and Tolerance Prejudice Race
	Love You Forever Robert Munsch	To consider how my life might change as I grow up	Individual Liberty
	Dreams of Freedom Amnesty International	To recognise my freedom	Individual Liberty

KS2 Aspirations, Work and Career

Through planned sessions, our bi-annual Career's Week and on going work on career's encounters and careers reflection, the following objectives are covered:

L26 There is a broad range of different jobs/careers that people can have and that people often have more than one career tupe or job during their life.

L28 Understand what might influence people's decisions about a job or career (persona; interests and values, family connections to certain trades or businesses, strengths and qualities,and ways in which stereotypical assumptions can deter people from aspiring to certain jobs)

L31 To be able to identify the kind of job that I might like to do when I am older.

This career is... _____		
Draw three items that would help you with this career. 	Bullet point the skills you would need: 	
Why might someone like to have this career? 	What do you like about this career? 	
Would you like to have this career? 		

The objectives on the following two slides are not yet explicitly taught through POL-ED. The 'Wellbeing Strand' is currently under development and will incorporate several of these.

Our science curriculum, No Outsiders and use of Zones of regulation also cover many of these. Once the 'Wellbeing Strand' has been finalised, any outstanding objectives will be built into our curriculum.

PSHE Association Matrix

Key Stage 1: Objectives not covered by Pol-Ed



Pupils learn...

KS1 H1	about what keeping healthy means; different ways to keep healthy.
KS1 H2	about foods that support good health and the risks of eating too much sugar.
KS1 H3	about how physical activity helps us to stay healthy; and ways to be physically active everyday.
KS1 H4	about why sleep is important and different ways to rest and relax.
KS1 H5	simple hygiene routines that can stop germs from spreading.
KS1 H7	about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.
KS1 H9	about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV.
KS1 H13	how feelings can affect people's bodies and how they behave.
KS1 H17	about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).
KS1 H18	different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.
KS1 H35	about what to do if there is an accident and someone is hurt.
KS1 R23	to recognise the ways in which they are the same and different to others.
KS1 R25	how to talk about and share their opinions on things that matter to them.
KS1 L4	about the different groups they belong to.

Note that some of these may be covered by the new Wellbeing strand.
This document will be updated once those lessons are available.

Pupils learn...

KS2 H2	about the elements of a balanced, healthy lifestyle.
KS2 H5	about what good physical health means; how to recognise early signs of physical illness.
KS2 H6	about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
KS2 H7	how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.
KS2 H11	how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking).
KS2 H12	about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.
KS2 H30	to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.
KS2 H31	about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).
KS2 H33	about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.
KS2 H45	that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.
KS2 L18	to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.
KS2 L19	that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).
KS2 L20	to recognise that people make spending decisions based on priorities, needs and wants.

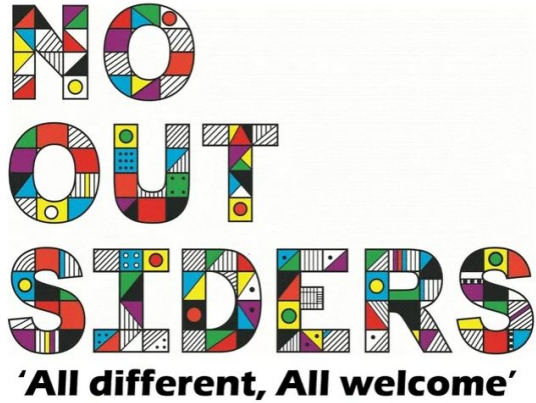
Note that some of these may be covered by the new Wellbeing strand.
 This document will be updated once those lessons are available.

As a School we have used S.U.M.O for many years. S.U.M.O stands for Stop, Understand and Move On. It uses the following concepts:



SUMO concepts are taught across each key phases with age related activities.

1. Change Your T-Shirt is based on the idea that, "I am not always responsible for what happens to me but I am responsible for how I choose to respond."
2. Develop Fruity Thinking is about understanding how our thinking affects our behaviour, performance and self-belief.
3. Hippo Time is OK tells us that it is ok to take some time out but we need to develop the skills to understand a problem and move on.
4. Remember the Beachball is all about seeing things from different peoples perspectives.
5. Learn Latin is about learning to embrace challenge.
6. Ditch Doris Day don't think 'whatever will be, will be', success is in our hands.



As a school, we have already consulted on No Outsiders so this is not part of the consultation process.

Just for your information, as books continue to be published, Year groups may substitute texts following age-related guidance. We get updates regularly and want to respond to new publications and recommended books.