SHAP ENDOWED CHURCH OF ENGLAND PRIMARY SCHOOL
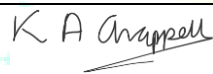
PSHE Policy
(including Health Education and Relationships Education)

Approved by[1]	
Name:	Katie Chappell
Position:	Headteacher
Signed:	*K A Chappell*
Date:	Autumn 2023
Proposed review date[2]:	Summer 2024

---

[1] The Employer free to determine how to implement.
[2] The Governing Body or Proprietor free to determine review period.

REVIEW SHEET

Version Number	Version Description	Date of Revision
1	Original – in new format	April 2021
2	Appendix 1 amended to reflect 2021 EYFS update Appendix 5 added Staff details updated	September 2022
3	Staff details updated (AT ~ SH) Pg 4 – 'Implementation' adapted to include Decider Skills Appendix 5 amended to reflect the introduction of Decider Skills Appendix 6 (Decider skills info) added Worship Time themes added to organisation / provision	September 2023

Introduction

Our PSHE programme promotes the spiritual, moral, cultural, mental and physical development of pupils at Shap CE Primary School, preparing them for the opportunities, responsibilities and experiences of later life. We follow a programme of study developed within school after reviewing our existing curriculum provision and identifying any objectives from the updated statutory guidance '*Relationships Education, Relationships and Sex Education (RSE) and Health Education'*.

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

Our programme of Study not only reflects the specific needs of our pupils but also reflects the universal needs shared by all pupils.

Relationship and Health Education will be taught as part of our PSHE curriculum (see Appendix 4).

As a primary school, we are not required to provide sex education apart from the elements included in the primary science curriculum. However, as part of their PSHE education, pupils in Years 5 and 6 will receive stand-alone sex education lessons, delivered by a trained health professional.
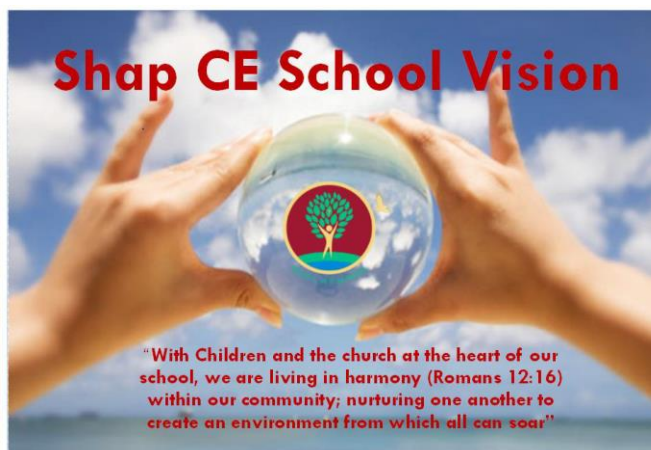
Right to withdraw

Parents do **not** have the right to withdraw their child from relationship education; **however, they do** have the right to withdraw their children from the non-statutory/non-science components of sex education within PSHE. We ask parents to discuss with the head teacher any reasons they might have for doing this.

Intent

Our school's overarching intent for our pupils is to provide a PSHE curriculum (including Relationships Education and Health Education programme of study) which ensures all pupils are provided with:

- Accurate, balanced and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding.
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- The skills, language and strategies they need in order to live healthy, safe, fulfilling responsible and balanced lives.
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy.
- Accurate, balanced and relevant knowledge to enable them to appreciate what it means to be a positive, tolerant member of a diverse multicultural society.
- Opportunity to live out our school vision:

Our children will be taught in a safe and supportive learning environment. We will ensure that where a pupil indicates that they may be vulnerable and at risk, they will get appropriate support by staff members following the schools safeguarding/child protection policies.

Implementation

Our scheme of work has several core themes, the same for each key stage. Each core theme will be taught by the same member of teaching staff throughout the whole school from Early Years Foundation Stage to the end of Key Stage Two.

Decider Skills	Taught annually by the class teacher in 1st half of the Autumn Term.
Kidsafe	These will be taught on Friday afternoons in Autumn term 2, Spring term 1, Spring term 2 and Summer term 1 in a rotation with class teachers beginning in their own class and then moving around the other 3 classes.
Phunky Foods & Fitness	
Mental Health	There will be 6 lessons in each of the 4 core themes.
Physical Health/First Aid	Please see the end of KS2 objectives per theme in Appendix 4
Respectful Relationships	Taught by the class teacher in Autumn 1, Summer 2 and wherever else any need may arise.
Science	Taught by the class teacher.
Computing	Taught by the class teacher.

Whilst PSHE is split into several separate core themes, in reality there will always be extensive overlap. PSHE education addresses both pupils' direct experience and preparation for their future. Therefore, we feel it is important to provide a spiral programme of knowledge, skills and attribute development, where prior learning

is revisited, reinforced and extended in age and key stage appropriate contexts. We feel that PSHE education should reflect the universal needs shared by all pupils as well as the specific needs of the pupils at our school.

Organisation/provision

We teach PSHE (inc Relationships Education & Health Education) in a variety of ways. We have dedicated curriculum time/lessons, where the lessons are delivered by Teachers, assisted by support staff, using the scheme of work we have developed.

PSHE is also covered through other areas of the school's curriculum; e.g. Religious Education, Collective Worship, Computing and Science.

In addition, PSHE is developed through whole-school activities and events:

- Our school council; representatives from each class (KS1 & KS2) meet regularly to discuss school matters.
- Collective Worship focuses on a social and emotional aspect of learning each half term (*New Beginnings, Getting on and Falling Out, Going for Goals, Good to be Me, Relationships, and Changes*) In addition, we focus on a Christian Value half termly too (Friendship, Trust, Peace, Koinonia, Compassion and Creation). Key events from the Christian Calendar are acknowledged and celebrated too.
- Our Worship Council; representatives from each class (KS1 & KS2) meet regularly to discuss matters relating to Collective Worship. PSHE themes and our Christian values form the basis of our Collective Worship.
- Residential visits in Key Stage 2 where there is a particular focus on developing pupils' self-esteem and independence, giving them opportunities to develop leadership skills and positive group work.
- Themed weeks; such as our annual 'Friendship Week' focussing specifically on relationships.
- Visiting speakers: members of the clergy/medical professionals/sports professionals.
- Early Club and After School Club 'wrap around' provision.

We also ensure that we incorporate and respect all social, moral, spiritual and cultural issues, encouraging our children to think about their place within Britain as citizens. We include the five British Values (democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths/beliefs) within our teachings to establish an effective and safe school environment.

Early Years Foundation Stage

In the EYFS, PSHE is taught as an integral part of the topic work covered during the year. We relate the PSHE aspects of the children's work to the areas of learning set out in the Foundation Stage guidance to develop a child's personal, emotional and social development. This is also supported through other areas of learning such as Knowledge and Understanding and Communication, Language and Literacy. PSED is a prime area of learning in in the Foundation Stage and pastoral group activities always have many PSHE elements incorporated into them. (See Appendix 1)

Teaching PSHE to children with special needs

All pupils, regardless of their needs must be part of PSHE (inc Relationships Education & Health Education) lessons, as it is an important part of developing healthy relationships with their peers. We will respect pupils' unique starting points by providing learning opportunities that are matched to the individual needs of all children, including those who are gifted and talented or have learning difficulties. When teaching PSHE we consider the targets set for the children in their Education Health and Care Plan (EHCP) or School Support Plan (SSP), some of which may be directly related to PSHE targets.

For gifted and talented pupils, we will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

Equality and Diversity

At Shap CE Primary School, PSHE education is accessible to every pupil. Teaching will take into account the ability, age, readiness, religious and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access our PSHE education provision, in accordance with the Equality Act 2010.

PSHE and ICT

Learning in PSHE will complement learning in Computing, where the children will develop a sense of global citizenship by safe use of the internet. Please see our e-safety policy for all pupils, which aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

Assessment and recording

We will assess the pupils' learning through valuing and recognising what pupils have done or completed successfully, thereby raising their self-esteem.

In PSHE there are two broad areas for assessment:

- Children's knowledge and understanding; for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes; for example, through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.
  Recorded work is marked in line with the school's marking policy.

Attainment and effort in PSHE (inc. Relationships Education & Health Education) is included in each child's annual report to parents which is written and shared with families towards the end of the Summer Term.

Resources

Resources for the '*Kidsafe*' core theme will be looked after, maintained and replaced by Mrs Kelsall (*Kidsafe* Coordinator).

Resources for the '*Phunky Foods* and Fitness' core theme will be looked after, maintained and replaced by Miss Heron (*Phunky Foods* and PE Coordinator).

Resources for the 'Mental Health' core theme will be looked after, maintained and replaced by Miss Jackson (PSHE coordinator).

Resources for the 'Physical Health/First Aid' core theme will be looked after, maintained and replaced by Miss Gorst and Shannon Crisp (First Aid Leads).

Resources for the 'Respectful Relationships' core theme core theme will be looked after, maintained and replaced by Miss Jackson (PSHE coordinator).

Resources for the 'science' core theme core theme will be looked after, maintained and replaced by Mrs Capstick (Science coordinator).

Resources for the 'Computing' core theme core theme will be looked after, maintained and replaced by Mrs Chappell (Computing Lead).

Monitoring and review

There will be an annual review of this policy. Its effectiveness will be monitored by the PSHE leader. This will include discussions with other members of staff, observation of teaching and monitoring of children's work. Evaluation of teaching plans will from part of any review. The outcomes will influence the school development plan, as appropriate.

For government expectations see Appendix 1-3.

Appendix 1 – Current EYFS Objectives to be met in the Early Years Foundation Stage

Personal, Social and Emotional Development:

Children in reception will be learning to:	Examples of how to support this:
See themselves as a valuable individual.	Make time to get to know the child and their family. Ask parents about the child's history, likes, dislikes, family members and culture.
	Take opportunities in class to highlight a child's interests, showing you know them and about them.
Build constructive and respectful relationships.	Make sure children are encouraged to listen to each other as well as the staff.
	Ensure children's play regularly involves sharing and cooperating with friends and other peers.
	Congratulate children for their kindness to others and express your approval when they help, listen and support each other.
	Allow children time in friendship groups as well as other groupings.
	Have high expectations for children following instructions, with high levels of support when necessary.
Express their feelings and consider the feelings of others.	Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.
	Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused.
	Undertake specific activities that encourage talk about feelings and their opinions.
Show resilience and perseverance in the face of challenge.	Offer constructive support and recognition of child's personal achievements.
	Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work.
	Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure.
	Help children to set own goals and to achieve them.
Identify and moderate their own feelings socially and emotionally.	Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.
	Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. Give children space to calm down and return to an activity.
	Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.
Think about the perspectives of others.	Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them.
	Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.

Manage their own needs. • Personal hygiene	Model practices that support good hygiene, such as insisting on washing hands before snack time. Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables. Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. Work with parents and health visitors or the school nurse to help children who are not usually clean and dry through the day.
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	Talk with children about exercise, healthy eating and the importance of sleep. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. Explain to children and model how to travel safely in their local environment, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering and cycling, and being sensitive to other pedestrians.

Understanding the World:

Children in reception will be learning to:	Examples of how to support this:
Talk about members of their immediate family and community.	During dedicated talk time, listen to what children say about their family. Share information about your own family, giving children time to ask questions or make comments. Encourage children to share pictures of their family and listen to what they say about the pictures. Using examples from real life and from books, show children how there are many different families.
Name and describe people who are familiar to them.	Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers. Listen to what children say about their own experiences with people who are familiar to them.
Compare and contrast characters from stories, including figures from the past.	Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.
Recognise some similarities and differences between life in this country and life in other countries.	Teach children about places in the world that contrast with locations they know well. Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see. Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.

Appendix 2 – Relationships Education

By the end of primary school:

Families and people who care for me

Pupils should know:

• 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.

Caring friendships

Pupils should know:

• 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.

Respectful relationships

Pupils should know:

• 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.

Online relationships

Pupils should know:

• 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.

• 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.

Being safe

Pupils should know:

• 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.

Appendix 3 – Health Education

By the end of primary school:

Mental wellbeing
Pupils should know:
 • 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.

Internet safety and harms
Pupils should know:

• that for most people the internet is an integral part of life and has many benefits.

• about the benefits of rationing 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.

Physical health and fitness
Pupils should know:

• 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.

Healthy eating
Pupils should know:

• 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).

Drugs, alcohol and tobacco
Pupils should know:

• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention
Pupils should know:

 • 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.

Basic first aid

Pupils should know:

• 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.

Changing adolescent body

Pupils should 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.

Appendix 4 – Relationship Education & Health Education at Shap School

Kidsafe with Mrs Kelsall

• 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 marriage13 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.

• 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.

• 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.

• 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.

• 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.

• that for most people the internet is an integral part of life and has many benefits.

• about the benefits of rationing 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.

Phunky Foods & Fitness with Miss Heron

• 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).

• 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.

Mental Health with Miss Jackson

• 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 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.

Physical Health/First Aid with Miss Gorst

• 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.

• 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.

Science (Y5&6)– Taught in class by Teacher / Trained health professional

• 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.

Computing – Taught in class by Teacher

• 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.

• 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.

• that for most people the internet is an integral part of life and has many benefits.

• about the benefits of rationing 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.

Respectful Relationships – Taught in class by Teacher

• 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.

Appendix 5 – PSHE rotation of core themes & staffing arrangements for 2023-24 academic year

2023-24 onwards	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Catbells (N & R)	Age appropriate work in class on: *Vision & Values *Class Charter *12x Decider skills: WK 1 – Teach 'The Fizz' Wk 2-7 – Teach 2 x skills per week	Kidsafe with VK	Mental Health with HJ	Phunky Foods & Fitness with SHe	Physical Health & First Aid with AG	Age appropriate work in class on: *Changes *Relationships CB: VK KP: HJ BL: SHe HV: AG
Kidsty Pike (Y1 & 2)		Mental Health with HJ	Phunky Foods & Fitness with SHe	Physical Health & First Aid with AG	Kidsafe with VK	
Blencathra (Y3 & 4)		Phunky Foods & Fitness with SHe	Physical Health & First Aid with AG	Kidsafe with VK	Mental Health with HJ	
Helvellyn (Y5 & 6)		Physical Health & First Aid with AG	Kidsafe with VK	Mental Health with HJ	Phunky Foods & Fitness with SHe	

Appendix 6 – Decider Skills

STOPP – As soon as you notice the upsetting thought or feeling... Stop! Take a slow & deep breath, Observe your thoughts & feelings, Pull back and consider another way of looking at things, Practise what works & decide on a skill.

It will Pass - the emotion will pass, use eg. positive self talk, other skills or music in the meantime.

Right Now – change your focus of attention. See 5 things, hear 4 things, feel 3 things, smell 2 things, 1 breath.

Name the Emotion – Notice the feelings, say/think: e.g. "I'm feeling anxious, and feel like I want to run away".

Opposite Action – instead of doing what you feel like doing (escaping, shouting, hiding away etc), do the opposite, so stick with it, talk gently, be with others etc.

Fact or Opinion – ask yourself "is this thought a fact or an opinion?" Don't believe everything you think! Come back to what we KNOW are facts.

SELF Care – we need to look after ourselves with good Sleep and Eating habits, Look at other factors, and Find fun, achievement & connect with others every day.

Values – give us direction in life. Consider our values, what is really important to us e.g. honesty, caring, family, friends – and choose to act accordingly.

Listen – we need to give time, pay attention and really listen to what we and others are saying, and show them we are listening.

RESPECT – we must respect ourselves, others and our environment by being polite and treating others as we want to be treated.

Crystal CLEAR – express ourselves using calm clear and assertive communication.

Reflect – Instead of going over and over mistakes, we can learn from them and ask ourselves: What did we do well? What can I do differently next time?

THE DECIDER LIFE SKILLS

are CBT skills that are effective, fun, memorable and easy-to-use.

PROACTIVE MENTAL HEALTH SKILLS to use at HOME, in EDUCATION, in the WORKPLACE, and in SOCIAL and HEALTH settings.

THE DECIDER LIFE SKILLS are designed to help us to be more resilient, resourceful, responsible, robust and respectful.

The Decider Life Skills aim to improve emotional intelligence and help our brains to develop positive habits. They provide the skills to help us to monitor and manage our mental health.

Access **The Decider Life Skills Webapp** here:

www.thedecider.org.uk/ls
Username: stopp
Password: posters

Download the STOPP APP from your app store.

It is most helpful to learn to use and practise the skills BEFORE we really need them.

Giving support:

- Ask them to explain or teach you the skills
- Read through their handbook
- Talk about the skills
- Access The Decider Life Skills webapp and download the STOPP app
- Remind them of the skills often, bringing them into everyday conversation e.g. when looking at an article on social media, ask "is that Fact or Opinion?"
- Talk about your own emotions and FIZZ scale.
- Ask them what their favourite skill is, and which are most helpful.
- Talk about how you can help each other at stressful times.

When they feel upset:

- Ask them: "Where are you on your FIZZ scale? What skill could you use?"
- If necessary, coach them through a skill.

THE FIZZ is the way we talk about the PHYSical sensations of emotion. It is helpful to learn about our own reactions to emotion and how that feels in our bodies. As we can learn to recognise those feelings, we can act quickly to use the skills to reduce the emotion and help us make wise choices.

THE DECIDER® LIFE SKILLS

STOPP	IT WILL PASS	RIGHT NOW
NAME THE EMOTION	OPPOSITE ACTION	FACT OR OPINION
SELF CARE	VALUES	LISTEN
RESPECT	CRYSTAL CLEAR	REFLECT

PRACTICE!

www.thedecider.org.uk