A PSHE and Wellbeing Framework for Primary Schools

September 2017

Produced by

HEALTH EDUCATION PARTNERSHIP
A PSHE and Wellbeing Framework for Primary Schools

The resource was originally developed by Health Education Partnership Limited for the Healthy Schools Partnership, comprising London Borough of Hammersmith and Fulham, Royal Borough of Kensington and Chelsea, and Westminster City Council.

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Acknowledgement and Use
The Healthy Schools Partnership and Health Education Partnership (HEP) are happy for colleagues to use the resource. If you wish to replicate the content we request you acknowledge the original source.

Development
Schools, partner agencies and young people have informed the development of this resource via:
- Consultation with school staff at local PSHE Coordinators’ Network Meetings and engagement with the local Healthy Schools Programme.
- Healthy Schools Partnership Network meetings and annual summer event.
- The outcomes of consultations with children and young people, including:
  - Tri-borough Health and Wellbeing Survey 2013
  - Save the Children’s Ambassadors Programme, Westminster Peer Research Project 2013
  - HEP Healthy Schools Surveys, September 2016 to March 2017
- North West London Collaborative of CCGs transformation programme to improve mental health services for children and young people living in North West London.

Important news from DfE

Policy statement: relationships education, relationships and sex education, and personal, social, health and economic education


In the light of the proposed changes to the statutory curriculum, we refer to Relationships & Sex Education (RSE) throughout this document.

Further information
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Introduction

The UK education system has, over the past ten years, seen a huge rise in initiatives that prioritise a focus upon students’ personal, social emotional health and wellbeing. For example:

- Mindfulness initiatives, such as the Mindfulness in Schools Project and the Mind Up Curriculum
- Philosophy for Children (P4C)
- Relationship building approaches such as R-Time
- Rights Respecting Schools

The number of programmes and resources available is comprehensive and diverse. Whilst this is encouraging for schools wishing to develop a health and wellbeing curriculum which can appropriately meet the needs of their pupils within their particular circumstance and demographic, it can also be an overwhelming prospect. In fact if one were to take on board every single suggestion, guidance document and new initiative one wouldn’t have room on the timetable to deliver anything other than PSHE!

With that in mind we have updated this document to enable you to consider the offerings and clarify what should be included in order to meet the needs of your locality and pupils. You should then act pragmatically to choose what is right for your school.

Recent guidance from Public Health England\(^1\) provides a summary of the key evidence that highlights the link between health and wellbeing and educational attainment. It underlines the value for schools of promoting health and wellbeing as an integral part of a school effectiveness strategy, and highlights the important contribution of a whole school approach.

“Social and emotional competencies have been found to be a more significant determinant of academic attainment than IQ.”

Key points from the evidence:

- Pupils with better health and wellbeing are likely to achieve better academically
- Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement
- The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn
- A positive association exists between academic attainment and physical activity levels of pupils

The Department of Education for Schools introduced mandatory timelines for all schools to publish their school curriculum by subject (including their provision of personal, social, health and economic education - PSHE) and year group. This had to be in place by the Spring term 2014.

To support schools in developing their PSHE curriculum, the PSHE Association published its own guidance on relationship and sex education policies and a suggested programme of study for PSHE education; which were updated in January 2017.

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\(^1\) Public Health England. (November 2014), The link between pupil health and wellbeing and attainment.
Research evidence – October 2015

According to new YouGov polling, 90% of parents agree that PSHE education should be taught in all schools. This is the first time parental support for statutory PSHE has reached 90% - a major milestone.

At the same time, young people have again expressed a need for lessons to help them negotiate life’s challenges and opportunities. 967,000 young people voted in this year’s UK Youth Parliament (UKYP) campaign to choose UKYP’s priorities for the year ahead.2

PSHE and Wellbeing Framework Update

This framework includes the newly updated suggestions with further emphasis on the importance of including the following issues:

- British laws
- British values
- Consent/Coercion
- Cultural and religious tensions
- Extremism
- Female Genital Mutilation (FGM)
- Freedom of choice over marriage and other relationships
- Mental health
- Responsibility for gaining consent
- Shame and “honour” based violence
- The destructive influence of gender double standards and of victim blaming

This document aims to provide a flexible framework from which schools can teach lesson by lesson, or from which to inspire and develop their own curriculum. This is supported by an extensive resource section, including template policies, directories of agencies and books.

We hope that this framework will provide an additional breadth of support for schools in meeting and maintaining the DfE mandatory guidelines, together with delivering a health and wellbeing curriculum to meet the needs of their pupils.

2 Joe Hayman, PSHE Association Chief Executive 2015
Ofsted

In addition, the school’s PSHE curriculum is crucial in showing that the school is sufficiently meeting two key requirements of the Ofsted framework:

1. the judgement on Personal Development, behaviour and welfare (PSHE is particularly relevant to personal development and welfare)
2. Safeguarding (throughout this document SG indicates where learning objectives contribute to safeguarding)

What does Personal development, behaviour and welfare cover?

This new judgement encompasses how well the school promotes and supports pupils’

- employability skills so that they are well prepared for the next stage of education, employment, self-employment or training
- understanding of how to keep themselves safe from risks such as abuse, sexual exploitation, domestic violence, extremism and radicalisation, and all forms of bullying, including when using the internet and social media
- knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating
- personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain.

The judgement also covers pupil’s behaviour, their attendance and punctuality.

How can PSHE meet the Safeguarding requirement? (Inspected as part of leadership and management)

Inspectors will consider evidence that pupils understand, respond to and calculate risk effectively, e.g. risks associated with:

- child sexual exploitation*
- domestic violence
- female genital mutilation
- forced marriage
- substance misuse
- knives and gang activity
- radicalisation and extremism
- e-safety
- relationships (including sexual relationships)
- water, fire, roads and railways

and are aware of the support available to them.

* Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity:

1. in exchange for something the victim needs or wants, and/or
2. for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual.
Child Sexual exploitation does not always involve physical contact; it can also occur through the use of technology. 


Key role for PSHE

Taking account of all of the above, a school’s PSHE curriculum is evidence that there is a planned curriculum to enable pupils to learn to:

- Be physically and emotionally healthy including healthy eating, fitness and mental health awareness
- Stay safe from abuse and exploitation and to develop healthy relationships
- Stay safe online, recognise the dangers of inappropriate use of mobile technology and social networking sites
- Stay safe from all forms of bullying including on line and prejudice based bullying
- Keep themselves and others safe in different situations and settings

Spiritual, Moral, Social and Cultural Development

PSHE (and citizenship) also provides an ideal curriculum context to focus specifically on learning related to SMSC development so that pupils can become thoughtful, caring and active citizens in school and wider society.

How will Ofsted grade personal, development, behaviour and wellbeing?

The descriptions for each grade are on pages 48/49 in the School Inspection Handbook: 

How will this judgement be reported?

Inspectors will make two written judgements; one about behaviour and one about personal development and welfare. If the judgements differ, the lower of the two will determine the overall judgement for personal development, behaviour and welfare.

What are the links between PSHE and the Ofsted judgement on Leadership and Management?

Inspectors will make a judgement on how well leaders, managers and governors provide a curriculum that:

- has breadth, depth and relevance and meets the needs and interests of children, learners and employers
- actively promotes equality and diversity, tackles bullying and discrimination
- actively promotes British values
- makes sure that safeguarding arrangements ...promote pupils’ welfare and prevent radicalisation and extremism.
- raises awareness and keeps pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism
- ensures that pupils know how to keep themselves emotionally and physically healthy (both through exercise and healthy eating)
General information about the Ofsted changes

- Emphasis on impact across all key judgements
- Impact of the culture of the school
- Importance of safeguarding as a golden thread throughout all judgements, including how well the schools meets the new Prevent Duty
- The importance of a broad and balanced curriculum
- A new judgement – personal development, behaviour and welfare
- Alignment of the judgements on early years study programmes

Short inspections (one day) for maintained schools, academies judged good at their last full inspection will take place approximately every three years.

Two judgements only:

- Is the school still good?
- Is safeguarding effective?

(If the answer to either question is not clear, the inspection immediately converts to a full inspection).

Four key judgements

1. Effectiveness of leadership and management (including the curriculum and safeguarding)
2. Outcomes for pupils
3. Quality of teaching, learning and assessment
4. Personal development, behaviour and welfare

Before making the final judgement on overall effectiveness, inspectors evaluate the effectiveness and impact of the provision for pupils’ spiritual, moral, social and cultural development.

All 4 judgements must be outstanding to be judged ‘outstanding’ for Overall Effectiveness.
The national context of health and wellbeing in schools

In addition to the recently introduced mandatory curriculum timelines, as educators we assume both a statutory and ethical responsibility to provide opportunities within which a child’s wellbeing can flourish. Part 2, section 10 of The Children Act 2004 places wellbeing within five categories. A positive school experience contributes significantly to each of these:

- physical and mental health and emotional well-being;
- protection from harm and neglect;
- education, training and recreation;
- the contribution made by them to society;
- social and economic well-being.

The Children Act 2004 also provides Her Majesty’s Chief Inspector (HMCI) with statutory responsibility to inspect the contribution of schools to pupil health and wellbeing. The recently updated Ofsted Framework for School Inspection (2014) requires school inspections to identify:

- the achievement of pupils at the school
- the quality of teaching in the school
- the behaviour and safety of pupils at the school
- the quality of leadership in, and management of, the school.
- the spiritual, moral, social and cultural development of pupils at the school
- the extent to which the education provided by the school meets the needs of the range of students at the school, and in particular the needs of disabled students and those who have special educational needs.

Mental health

Poor mental health is the key emerging risk for children and young people according to recent research (SHEU, 2015; Cabinet Office, 2015) and a number of recent reports, including:

- The ‘Mental health and behaviour in schools’ advice published by the Department for Education (DfE) in March 2016 highlights that one in ten children and young people have a clinically diagnosed mental health disorder and that around one in seven has less severe mental health problems.
- A report by the Chief Medical Officer found that 50 per cent of adult mental health problems start before the age of 15 and 75 per cent before the age of 18.
- The Chief Medical Officer’s 2012 report suggested long-term costs associated with childhood mental health problems are estimated to be £2.35 billion and the short-term costs £1.58 billion.
- The Prince’s Trust Macquarie Youth Index for 2017 revealed that young people’s happiness and wellbeing is at its lowest level since the first edition of the index in 2009.

3 PSHE Association, How statutory PSHE could support children and young people’s mental health provides links to all referenced reports, [https://www.pshe-association.org.uk/sites/default/files/u18202/Mental health and PSHE education briefing 2017.pdf](https://www.pshe-association.org.uk/sites/default/files/u18202/Mental health and PSHE education briefing 2017.pdf)
The following documents provide further guidance for schools.

2017 Policy statement: relationships education, relationships and sex education, and personal, social, health and economic education (Department for Education)\(^4\)

A policy statement to explain the government amendment to the Children and Social Work Bill to introduce statutory:

- relationships education in primary schools
- relationships and sex education in secondary schools
- PSHE in all schools


2016 Counselling in schools a blueprint for the future (Department for Education))

Departmental advice for schools about setting up and improving counselling services for pupils.


2016 Mental Health and Behaviour in Schools (Department for Education)

This guidance clarifies the responsibilities of the school, outlines what schools can do and how they can support a child or young person whose behaviour – whether it is disruptive, withdrawn, anxious, depressed or otherwise – may be related to an unmet mental health need.

The advice helps schools to promote positive mental health in their pupils and identify and address those with less severe problems at an early stage and build their resilience. It also helps schools to identify and support pupils with more severe needs and help them make appropriate referrals to specialist agencies such as Child and Adolescent Mental Health Services (CAMHS) where necessary.

[https://www.gov.uk/government/publications](https://www.gov.uk/government/publications)

2015 Improving young people’s health and wellbeing: a framework for public health (Public Health England)

The age period of 10-24 years of age is an exciting one. It is also a period of increased risks which, if left unchecked, can worsen in adulthood with life-long consequences. The framework highlights the importance of ensuring that every young person has the right level of support to help them to maximise their full potential.

[https://www.gov.uk/government/publications](https://www.gov.uk/government/publications)

2015 Future in mind - Promoting, protecting and improving our children and young people’s mental health and wellbeing (Department of Health)

This report sets out a clear national ambition in the form of key proposals to transform the design and delivery of a local offer of services for children and young people with mental health needs.


\(^4\) In the light of the proposed changes to the statutory curriculum, we refer to Relationships & Sex Education (RSE) throughout this document.
2015 Promoting the health and wellbeing of looked after children (Department for Education and Department of Health)

Statutory guidance on the planning, commissioning and delivery of health services for looked-after children.


2015 Keeping children safe in education (Department for Education)

Statutory guidance for schools and colleges on safeguarding children and safer recruitment.


2013 NICE Guidance: Social and emotional wellbeing for children and young people

This briefing summarises NICE’s recommendations for local authorities and partner organisations on social and emotional wellbeing for children and young people, specifically vulnerable children aged under 5 years and all children in primary and secondary education.

http://www.nice.org.uk/advice/lgb12

2013/2008 NICE Guidance: Social and emotional wellbeing in primary education

Recommendations include:

- Schools should have a programme to help develop all children’s emotional and social wellbeing. It should be integrated into all aspects of the curriculum and staff should be trained to deliver it effectively

- Schools should plan activities to help children develop social and emotional skills and wellbeing, and help parents develop their parenting skills

- Schools and local authorities should make sure teachers and other staff are trained to identify when children at school show signs of anxiety or social and emotional problems. They should be able to discuss the problems with parents and carers and develop a plan to deal with them, involving specialists where needed. Those at higher risk of problems include looked after children, those in families where there is instability or conflict and those who have had a bereavement.

https://www.nice.org.uk/guidance/ph12

2013 Prevention pays: Our children deserve better. Chapter 7 (Chief Medical Officer)

This chapter examines the protective health factors or assets that operate as key drivers for the school age population to enhance and sustain health and wellbeing. It illustrates how promoting physical and mental health simultaneously can for a virtuous circle that reinforces overall health, wellbeing and achievement for children.

https://www.gov.uk/government/publications

2014 Promoting fundamental British values as part of SMSC in schools (Department for Education)

Departmental advice on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC) development.

https://www.gov.uk/government/publications

2013 Preventive pays: Our children deserve better. Chapter 7 (Chief Medical Officer)

This chapter examines the protective health factors or assets that operate as key drivers for the school age population to enhance and sustain health and wellbeing. It illustrates how promoting physical and mental health simultaneously can for a virtuous circle that reinforces overall health, wellbeing and achievement for children.

https://www.gov.uk/government/publications

Produced by Health Education Partnership Ltd, Page 11
A whole school approach

A whole school approach is essential in terms of enriching the total experience of wellbeing in school. This might include: staff health and wellbeing; feeling welcomed; nurturing and supportive relationships; excitement for learning; staff modelling positive behaviours to pupils; feeling safe; having a sense of belonging and celebrating staff and pupils achievements and successes.

While all curriculum subjects are required to provide opportunities to promote pupils’ spiritual, moral, social and cultural (SMSC) development, schools must demonstrate how this is achieved and embedded within the whole school ethos, including staff and pupil relationships and extra-curricular activities. A PSHE curriculum provides an ideal starting point for supporting SMSC development and developing the health and wellbeing of pupils. Curriculum delivery within a school where every single person is supported to inspire and make a significant contribution to pupils’ self-development and wellbeing creates a powerful, positive energy for growing and learning.

References


Assessment

As assessment is carried out for all other curriculum subjects, it should also be carried out for PSHE. Assessment can be thought of as a continuum ranging from assessment for learning (AFL) to assessment of learning (AoL).

The assessment undertaken can be used in a variety of ways. This may be to feedback progress to pupils and parents/carers, identification of the need for additional support, perhaps to individuals or to the whole group so as to assist with future planning.

Some techniques are suggested here:

- Reflective diaries
- Group work activities
- Self assessment
- Peer assessment
- Ongoing observations
- Questioning
- Feedback to pupils
- Quizzes
- Questionnaire and surveys
- Internal tests.
- “Before and after” activities

Appendix 3: Assessment, recording and reporting of PSHE
Monitoring

One of the key roles of a subject coordinator is to monitor the work that is being undertaken in that subject across the school. Whatever method of monitoring is selected, it needs to be effective, user-friendly, not over burdening and quick and easy for both the provider of the information and the user of the information. The way this is done will vary from school to school depending on structure, delivery models and recording systems in use in the school.

- This can be undertaken by looking at teachers’ planning (relatively straight forward if the planning is electronic and accessible).
- A way of monitoring that the planned work is being carried out is to look at outcomes e.g. written work, pictures, displays, assessment activities, photographs, evaluation activities etc.
- The pupils themselves are a great source of information. Some schools have class blogs where the pupils themselves report on what they are learning and how. This could, of course, include some input on the PSHE teaching and learning.
- Some schools use a School Council meeting to discuss PSHE teaching and learning. This is especially useful when the School Council leader is the same as the PSHE coordinator.
- As important as the monitoring, is what is done with the information the monitoring provides. It may form part of a report to SLT, the whole staff or to The Governing Body.

Evaluation

Pupils - should be encouraged to evaluate their learning and how the resources that they have been given are used, so that their views can be incorporated for future delivery. This can be undertaken in a number of ways. For example: A paper questionnaire; a focus group from a class; an on-line questionnaire; via the class council; a hands up survey. Some of the Pupils/Students feedback may also help inform the review of specific whole school policies too e.g. Drug Education Policy; RSE Policy; Anti-bullying Policy.

Staff - It is important to remember to ensure that there is an expectation that all staff who are involved in delivery will reflect on: the programme that they are expected to deliver; the materials offered and the resources identified. It may be that they realise that the work is not sufficiently stretching the pupils (perhaps because it repeats, too closely, areas already studied), that it is not age appropriate (for example, menstruation at the end of Year Five to girls who have already experienced their first period) or that the resources suggested are dated (clothing, hair styles, cultural references) and do not engage the pupils imagination. If this information is sought at the end of each module, a thorough annual review of the programme can be undertaken by the Lead, fairly speedily and effectively.

Some of the staff feedback may also help inform the review of specific whole school policies too e.g. Drug Education Policy; RSE Policy; Anti-bullying Policy.
Within the curriculum

A PSHE and Wellbeing Framework for Primary Schools - by Year Group and Key Stage

Overview

The framework is based upon the PSHE Programme of Study which was produced by the PSHE Association (© PSHE Association 2013) and its most recent update (January 2017).

There are three core themes within which there will be broad overlap and flexibility:

1. Health and wellbeing
2. Relationships
3. Living in the Wider World

Spiral curriculum

The development and practice of Knowledge, Skills, Values and Attitudes based within a spiral curriculum\(^\text{5}\) is another feature of the framework.

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\(^\text{5}\) Spiral Curriculum – Topics are revisited and built on developmentally.

National Curriculum Target Links

The National Curriculum is divided into four Key Stages that children are taken through during their school life. Targets defined in the National Curriculum are assessed at the end of each Key Stage.

<table>
<thead>
<tr>
<th>Key Stage</th>
<th>Ages</th>
<th>Years</th>
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<tbody>
<tr>
<td>Key Stage 1</td>
<td>5-7</td>
<td>1 and 2</td>
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<tr>
<td>Key Stage 2</td>
<td>7-11</td>
<td>3, 4, 5 and 6</td>
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<tr>
<td>Key Stage 3</td>
<td>11-14</td>
<td>7, 8 and 9</td>
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<tr>
<td>Key Stage 4</td>
<td>14-16</td>
<td>10 and 11</td>
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The National Curriculum target links are:

- Healthy and safe
- Emotional Health
- Anti-bullying
- Citizenship
- Values – inc. diversity and equal opportunities

Further resources and support

There are two online organisations in particular that schools may want to consider joining in order to access a range of practical support and free resources:

- **PSHE Association** (£100.00 per annum)
- **The SEAL Community** (£75.00 per annum)
Overarching concepts developed through the Programme of Study

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)

2. **Relationships** (including different types and in different settings, including online)

3. **A healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)

4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)

5. **Diversity** and **equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)

6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)

7. **Change** (as something to be managed) and **resilience** (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance)

8. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and ‘win-win’ outcomes)

9. **Career** (including enterprise, employability and economic understanding)

**Quality not quantity – why ‘less’ may be ‘more’**

Whilst the framework below identifies a broad range of important issues, it is essential that pupils’ experience of PSHE education is not simply a series of ‘one-off’, disconnected sessions each on a different topic and focussing only on factual content.

While factual knowledge is essential, schools have limited curriculum time and we therefore recommend prioritising the topic areas that are most relevant to their pupils using local data (for example see Public Health England CHIMAT data sets and your local authority’s joint strategic needs assessment (JSNA)) and their knowledge of their own pupils’ needs, for example by engaging with pupils in discussion; in-house research such as the use of pupil questionnaires, or ‘draw and write’; and data provided by the school’s pastoral staff. These will provide a relevant context for pupils to both broaden and deepen their understanding of the key concepts and to develop the essential skills and attributes. It is important that pupils recognise their PSHE education as relevant and can see how the skills acquired through looking at one issue can be transferrable to other contexts.
### Essential Skills and Attributes developed through the Programme of Study

<table>
<thead>
<tr>
<th>Personal effectiveness</th>
<th>Interpersonal and social effectiveness</th>
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<tbody>
<tr>
<td>1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)</td>
<td>1. Empathy and compassion (including impact on decision-making and behaviour)</td>
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<td>2. Identifying unhelpful ‘thinking traps’ (e.g. generalisation and stereotyping)</td>
<td>2. Respect for others’ right to their own beliefs, values and opinions</td>
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<tr>
<td>3. Resilience (including self-motivation, perseverance and adaptability)</td>
<td>3. Discernment in evaluating the arguments and opinions of others (including challenging ‘group think’)</td>
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<tr>
<td>4. Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses)</td>
<td>4. Skills for employability, including</td>
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<td>5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms</td>
<td>• Active listening and communication (including assertiveness skills)</td>
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<td>6. Self-organisation (including time management)</td>
<td>• Team working</td>
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<td>7. Strategies for identifying and accessing appropriate help and support</td>
<td>• Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)</td>
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<td>8. Clarifying own values (including reflection on the origins of personal values and beliefs) re-evaluating values and beliefs in the light of new learning, experiences and evidence</td>
<td>• Leadership skills</td>
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<tr>
<td>9. Recalling and applying knowledge creatively and in new situations</td>
<td>• Presentation skills</td>
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<tr>
<td>10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)</td>
<td>5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)</td>
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<td>6. Recognising, evaluating and utilising strategies for managing influence</td>
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<td></td>
<td>7. Valuing and respecting diversity</td>
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<td>8. Using these skills and attributes to build and maintain healthy relationships of all kinds</td>
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#### Managing risk and decision-making (integral to all of the above)

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<tbody>
<tr>
<td>1. Identification, assessment (including prediction) and management of positive and negative risk to self and others</td>
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<tr>
<td>2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)</td>
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<tr>
<td>3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)</td>
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<tr>
<td>4. Assessing the validity and reliability of information</td>
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<tr>
<td>5. Identify links between values and beliefs, decisions and actions</td>
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<td>6. Making decisions</td>
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The Programme of Study is a guide to help you build your scheme of PSHE in your context with these essential skills in mind.

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6 PSHE Association, PSHE Education Programme of Study Key stages 1-5, 2017
7 A growth mind-set refers to the work of Carol Dweck. In a growth mind-set, people believe that their most basic abilities can be developed through dedication and hard work — brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.
Key Stages 1 and 2: Suggested Programme of Study from The PSHE Association.

<table>
<thead>
<tr>
<th>Core Theme 1: Health and wellbeing</th>
<th>Core Theme 2: Relationships</th>
<th>Core Theme 3: Living in the wider world – including, Economic wellbeing and being a responsible citizen</th>
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</thead>
<tbody>
<tr>
<td>Pupils should be taught:</td>
<td>Pupils should be taught:</td>
<td>Pupils should be taught:</td>
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<tr>
<td>11. What is meant by a healthy lifestyle</td>
<td>1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</td>
<td>1. About respect for self and others and the importance of responsible behaviours and actions</td>
</tr>
<tr>
<td>12. How to maintain physical, mental and emotional health and wellbeing</td>
<td>2. How to recognise and manage emotions within a range of relationships</td>
<td>2. About rights and responsibilities as members of families, other groups and ultimately as citizens and the notion of universal human rights</td>
</tr>
<tr>
<td>13. How to manage risks to physical and emotional health and wellbeing. Risk identification, assessment and how to manage risk; behaviours and strategies to use in different situations. <strong>SG</strong></td>
<td>3. How to recognise risky or negative relationships including all forms of bullying and abuse</td>
<td>3. About different groups and communities</td>
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<tr>
<td>14. Ways of keeping physically and emotionally safe <strong>SG</strong></td>
<td>4. How to respond to risky or negative relationships and ask for help <strong>SG</strong></td>
<td>4. To respect equality and to be a productive member of a diverse community</td>
</tr>
<tr>
<td>15. About managing change, such as puberty, transition and loss <strong>SG</strong></td>
<td>5. How to respect equality and diversity in relationships.</td>
<td>5. About the importance of respecting and protecting the environment</td>
</tr>
<tr>
<td>16. How to make informed choices about health and wellbeing and to recognise sources of help with this</td>
<td>6. About where money comes from, keeping it safe and the importance of managing it effectively</td>
<td>6. About where money comes from, keeping it safe and the importance of managing it effectively</td>
</tr>
<tr>
<td>17. How to respond in an emergency</td>
<td>7. How money plays an important part in people’s lives</td>
<td>7. How money plays an important part in people’s lives</td>
</tr>
<tr>
<td>18. To identify different influences on health and wellbeing</td>
<td>8. A basic understanding of enterprise.</td>
<td>8. A basic understanding of enterprise.</td>
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<tr>
<td>19. What ‘privacy’ means and about their right to keep things some things ‘private’ <strong>SG</strong></td>
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<tr>
<td>20. The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</td>
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<tr>
<td>21. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request <strong>SG</strong> 10 &amp; 11 are (in addition) for KS 2</td>
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</tbody>
</table>

What follows is a term by term, year by year, Key Stage by Key Stage Primary PSHE and Wellbeing Framework.
### Early Years/Foundation

<table>
<thead>
<tr>
<th>Core Theme</th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
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<tbody>
<tr>
<td><strong>Health and Wellbeing</strong></td>
<td><strong>My identity and skills</strong></td>
<td><strong>Self awareness</strong></td>
<td><strong>Developing skills</strong></td>
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<td></td>
<td>Emotional Health</td>
<td>Emotional Health</td>
<td>Emotional Health</td>
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<td></td>
<td>Children will learn:</td>
<td>Children will learn:</td>
<td>Children will learn:</td>
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<tr>
<td></td>
<td>• about where they live and belong and what they can do</td>
<td>• about feelings and goals</td>
<td>• about how they are improving</td>
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<td>Children should:</td>
<td>Children should:</td>
<td>Children should:</td>
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<td></td>
<td>• be aware of themselves and their skills</td>
<td>• be able to set a target for themselves</td>
<td>• be able to talk about growing</td>
</tr>
<tr>
<td><strong>Relationships</strong></td>
<td><strong>Safe and unsafe</strong></td>
<td><strong>Friendship</strong></td>
<td><strong>Special people</strong></td>
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<td></td>
<td>Healthy and safe</td>
<td>Emotional Health</td>
<td>Emotional Health</td>
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<tr>
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<td>Children will learn:</td>
<td>Values</td>
<td>Values</td>
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<tr>
<td></td>
<td>• who keeps them safe and how</td>
<td>Children will learn:</td>
<td>Children will learn:</td>
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<tr>
<td></td>
<td>• about what is safe and unsafe</td>
<td>• what friends are</td>
<td>• who are special people and that everyone’s are different</td>
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<td></td>
<td>Children should:</td>
<td>Children should:</td>
<td>• more about how people feel</td>
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<td></td>
<td>• be able to talk about how to keep safe</td>
<td>• be able to communicate their feelings to others, to recognise how others show feelings and how to respond</td>
<td>Children should:</td>
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<tr>
<td></td>
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<td>• be able to talk about what makes a good friend</td>
<td>• recognise similarities and differences in families</td>
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<td>• recognise how their behaviour affects other people</td>
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<tr>
<td><strong>Living in the Wider</strong></td>
<td><strong>Keeping safe</strong></td>
<td><strong>Accidents and prevention</strong></td>
<td><strong>More co-operative learning</strong></td>
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</tbody>
</table>

#### National Curriculum target links:

<table>
<thead>
<tr>
<th>Healthy and safe</th>
<th>Anti-bullying</th>
<th>Emotional Health</th>
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<tbody>
<tr>
<td>SG = contributes to safeguarding</td>
<td></td>
<td>Citizenship / British Values</td>
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</table>

#### Values – inc. diversity and equal opportunities

- Values
- Inclusion
- Diversity
- Equal opportunities
## Early Years/Foundation

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<thead>
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<th>Core Theme</th>
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<tbody>
<tr>
<td><strong>World</strong></td>
<td><strong>Healthy and safe</strong>&lt;br&gt;Citizenship / British Values – participation, rights &amp; responsibilities&lt;br&gt;Children will learn:&lt;br&gt;  • about how to co-exist and be helpful&lt;br&gt;  • what ‘privacy’ means and about their right to keep some things ‘private’&lt;br&gt;Children should:&lt;br&gt;  • be able to say why we need rules and give some examples</td>
<td><strong>Healthy and safe</strong>&lt;br&gt;Children will learn:&lt;br&gt;  • what accidents are&lt;br&gt;Children should:&lt;br&gt;  • understand about safe and unsafe places to play&lt;sup&gt;SG&lt;/sup&gt;&lt;br&gt;&lt;br&gt;<strong>Co-operative skills</strong>&lt;br&gt;Citizenship / British Values – democracy and responsibilities&lt;br&gt;Children will learn:&lt;br&gt;  • about rules for games and who makes them&lt;br&gt;Children should:&lt;br&gt;  • be able to take part in a class vote</td>
<td><strong>Citizenship / British Values – participation, sense of community</strong>&lt;br&gt;Children will learn:&lt;br&gt;  • how to contribute to the life of the classroom&lt;br&gt;  • to help construct, and agree to follow, group and class rules and to understand how these rules help them&lt;sup&gt;SG&lt;/sup&gt;&lt;br&gt;Children should: participate in co-operative learning games -&lt;br&gt;  • that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)&lt;br&gt;  • that they belong to various groups and communities such as family and school&lt;br&gt;  • what improves and harms their local, natural and built environments and about some of the ways people look after them&lt;br&gt;  • that money comes from different sources and can be used for different purposes, including the concepts of spending and saving&lt;br&gt;  • about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices</td>
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</tbody>
</table>
## Key Stage 1: Year 1

### National Curriculum target links:
- Healthy and safe
- Anti-bullying
- Emotional Health
- Citizenship / British Values
- Values – inc. diversity and equal opportunities

### Core Theme | Autumn Term | Spring Term | Summer Term
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**Health and Wellbeing** | **Awareness of feelings**<br>Emotional Health – self esteem/awareness<br>Children will learn:<ul><li>How to tell how people are feeling</li><li>What ‘privacy’ means</li></ul><br>Children should:<ul><li>Be able to show some self-awareness</li></ul> | **Parts of the body**<br>Healthy and safe<br>Children will learn:<ul><li>about their bodies and how they work</li><li>about the similarities and differences between boys and girls</li></ul><br>Children should:<ul><li>be able to name the main parts of the body (including external genitalia)</li></ul> | **Feeling unsure**<br>Healthy and safe<br>Emotional Health<br>Children will learn:<ul><li>that household products, including medicines, can be harmful if not used properly</li><li>about feeling worried</li><li>about their right to keep things some ‘private’</li></ul><br>Children should:<ul><li>know how to protect themselves</li></ul>

**Keeping well and clean**<br>Healthy and safe<br>Children will learn:<ul><li>how some diseases are spread and can be controlled and about the responsibilities they have for their own health and that of others</li></ul><br>Children should:<ul><li>know how to keep themselves clean and how to brush their teeth effectively</li></ul> | **Growing and changing**<br>Children will learn:<ul><li>more about what happens as things grow</li></ul><br>Children should:<ul><li>be able to describe some elements of the growth cycle</li></ul> | **Memories and growing up**<br>Emotional Health – self esteem<br>Values
Children will learn:<ul><li>about special memories</li></ul><br>Children should:<ul><li>make a memory box and choose contents</li></ul> | **Loosing and finding**<br>Emotional Health – self esteem<br>Children will learn:<ul><li>about what happens when things get lost or change</li></ul><br>Children should:<ul><li>be able to express how they feel when they lose something or if things change</li></ul> (including moving home, losing toys, pets or friends)

### Relationships

**Who are our friends?**<br>Emotional Health – self awareness<br>Healthy and safe<br>Children will learn:<ul><li>about different types of friends, including grown-ups</li><li>the difference between secrets and surprises and the importance of not keeping adults’ secrets, only surprises</li><li>the importance of respecting others’ privacy</li></ul> | **Losing and finding**<br>Emotional Health – self esteem<br>Children will learn:<ul><li>about what happens when things get lost or change</li></ul><br>Children should:<ul><li>be able to express how they feel when they lose something or if things change</li></ul> (including moving home, losing toys, pets or friends) | **Memories and growing up**<br>Emotional Health – self esteem<br>Values
Children will learn:<ul><li>about special memories</li></ul><br>Children should:<ul><li>make a memory box and choose contents</li></ul>
## Key Stage 1: Year 1

### Core Theme | Autumn Term | Spring Term | Summer Term
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**Living in the Wider World** | Persuasion / reality  
Emotional Health  
Anti-bullying  
Citizen - responsibilities  
Children will learn:  
- more about differences between fantasy and reality  
Children should:  
- understand the difference between these  
**Being different**  
Values – diversity and equal opportunities  
Citizen / British Values – sense of community  
Children will learn:  
- more about other people’s opinions and views  
Children should:  
- be able to construct a simple survey  
**Sustainable development**  
Citizen / British Values  
Children will learn:  
- about the environment  
Children should:  
- take part in a class recycling activity  
**Looking after myself**  
Citizen / British Values – world of work  
Healthy and safe  
Children will learn:  
- more about road safety and who helps us keep safe  
Children should:  
- understand the role of the emergency services

### National Curriculum target links:

- **Healthy and safe**
  - SG = contributes to safeguarding
- **Emotional Health**
  - Anti-bullying
  - Citizen / British Values
  - Values – inc. diversity and equal opportunities

### Key Stage 1: Year 1

- Children should:
  - be able to talk about good and not so good feelings
  - be able to talk about friends
  - begin to develop a vocabulary to describe their feelings to others and simple strategies for managing feelings

- **Children will learn:**
  - more about differences between fantasy and reality
  - more about other people’s opinions and views
  - about the environment
  - take part in a class recycling activity
  - more about road safety and who helps us keep safe
  - understand the role of the emergency services

- **Values – inc. diversity and equal opportunities**
  - SG = contributes to safeguarding
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<tr>
<td>Health and Wellbeing</td>
<td><strong>Healthy people</strong>&lt;br&gt;Healthy and safe&lt;br&gt;Children will learn:&lt;br&gt;- about what healthy people do. This should include learning about the benefits of rest and exercise.&lt;br&gt;Children should:&lt;br&gt;- be able to describe the components of a healthy day&lt;br&gt;- be able to recognise what they like and dislike, and recognise that choices can have good and not so good consequences</td>
<td><strong>About my body</strong>&lt;br&gt;<strong>Emotional Health – self esteem</strong>&lt;br&gt;Children will learn:&lt;br&gt;- more about parts of the body and how the body works</td>
<td><strong>Mums and babies – how we grew</strong>&lt;br&gt;<strong>Emotional Health</strong>&lt;br&gt;Children will learn:&lt;br&gt;- about babies and birth&lt;br&gt;- about the process of growing from young to old&lt;br&gt;- how people’s needs change and responsibilities that increasing independence may bring</td>
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<td>Children should:&lt;br&gt;- be able to show understanding of key bodily functions</td>
<td>Children should:&lt;br&gt;- if possible bring in photographs of themselves / their parents/carers at different stages from birth till now.</td>
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<td><strong>Keeping fit</strong>&lt;br&gt;<strong>Healthy and safe</strong>&lt;br&gt;Children will:&lt;br&gt;- learn about exercise and what makes places healthy&lt;br&gt;- begin to learn how to make real, informed choices that improve their physical and emotional health</td>
<td><strong>Healthy eating</strong>&lt;br&gt;<strong>Healthy and safe</strong>&lt;br&gt;Children will learn:&lt;br&gt;- about what food is healthy</td>
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<td>Children should:&lt;br&gt;- plan and carry out a programme of exercise</td>
<td>Children should:&lt;br&gt;- use their learning to plan a healthy lunchbox</td>
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<tr>
<td>Relationships</td>
<td><strong>Same and different – being truthful</strong>&lt;br&gt;<strong>Emotional Health</strong>&lt;br&gt;Anti-bullying&lt;br&gt;Children will learn:&lt;br&gt;- about truth and lies, and more about diversity</td>
<td><strong>Making and breaking friendships</strong>&lt;br&gt;<strong>Emotional Health</strong>&lt;br&gt;<strong>Values</strong>&lt;br&gt;Children will learn:&lt;br&gt;- about when friendships break up, or people move away</td>
<td><strong>Mums and babies</strong>&lt;br&gt;<strong>Emotional Health</strong>&lt;br&gt;Children will learn:&lt;br&gt;- that babies need care and attention (love) in order to calm them if they are upset</td>
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<td>Children should:&lt;br&gt;- be able to show what constitutes a good friend</td>
<td>Children should:&lt;br&gt;- understand about the feelings associated with this</td>
<td>Children should:&lt;br&gt;- plan a visit by a Mum and formulate questions</td>
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### Key Stage 1: Year 2

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<td><strong>Coping with conflict</strong></td>
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<tr>
<td>Emotional Health</td>
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<tr>
<td>Anti-bullying</td>
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**Children will learn:**
- more about teasing and bullying **SG**
- that there are different types of teasing and bullying, that these are wrong and unacceptable **SG**
- the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities **SG**
- how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help **SG**

**Children should:**
- know why this is wrong and how to get help **SG**
- recognise when people are being unkind either to them or others, how to respond, who to tell and what to say **SG**

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<tr>
<th>Variety of relationships</th>
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<td>Emotional Health</td>
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<td>Values</td>
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<tr>
<td>Healthy and safe</td>
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</table>

**Children will learn:**
- about people who look after them, their family networks, who to go to if they are worried and how to attract their attention **SG**, ways that pupils can help these people to look after them
- to identify their special people (family, friends, carers), what makes them special and how special people should care for one another **SG**

**Children should:**
- recognise that they share a responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and I’ll tell’ **SG**
- know what ‘privacy’ means **SG**

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<tr>
<th>Personal Identity</th>
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<tbody>
<tr>
<td>Emotional Health – self esteem</td>
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**Children will learn:**
- to set simple but challenging goals
- be able to learn from their experiences
- be able to recognise and celebrate their strengths

**Children should:**
- know the difference between secrets and surprises and understanding not to keep adults’ secrets **SG**

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**Key Stage 1: Year 2 National Curriculum target links:**

- SG contributes to safeguarding
- Anti-bullying
- Healthy and safe
- Emotional Health
- Citizenship / British Values
- Values – inc. diversity and equal opportunities

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**Spring Term**

**Summer Term**
<table>
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<th>Core Theme</th>
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</table>
| **Living in the Wider World** | **Money and shopping**  
Citizenship / British Values – financial capability  
Children will learn:  
• about money and spending  
Children should:  
• be able to role-play simple financial transactions | **Our school community**  
Citizenship / British Values – sense of community  
Children will learn:  
• rules for and ways of keeping physically and emotionally safe SG (including road safety, cycle safety (through bikeability programme)  
• rules for safety in the environment (including rail, water and fire safety) SG  
• about safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults’ secrets) SG  
• to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)  
• to offer constructive support and feedback to others  
• to identify and respect the differences and similarities between people  
• about the importance of respecting others’ privacy  
Children should:  
• share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class  
• use various media to illustrate this | **Special days**  
Values – diversity and equal opportunities  
Children will learn:  
• about a range of festivals  
Children should:  
• demonstrate this learning at an assembly or display  
**Global food**  
Citizenship / British Values – sustainable development, government  
Children will learn:  
• about where food comes from  
Children should:  
• learn more about the ethics of food supply |
### Key Stage 2: Year 3

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<tbody>
<tr>
<td><strong>Health and Wellbeing</strong></td>
<td><strong>Emotions and feelings – (looking at pressure)</strong></td>
<td><strong>Feeling sad and making choices</strong></td>
<td><strong>Accidents and prevention</strong></td>
</tr>
<tr>
<td><strong>Emotional Health</strong></td>
<td><em>Anti-bullying</em></td>
<td><em>Emotional Health – self awareness</em></td>
<td><em>Healthy and safe</em></td>
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<td></td>
<td><em>Children will learn:</em></td>
<td><em>Children will learn:</em></td>
<td><em>Emotional Health</em></td>
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<td></td>
<td>• how to deal with feelings, how to cope with pressure[^5]</td>
<td>• that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)[^5]</td>
<td><em>Healthy and safe</em></td>
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<td>• what positively and negatively affects their physical, mental and emotional health[^5] (including the media)</td>
<td>• about critical thinking and decision making</td>
<td><em>Emotional Health</em></td>
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<td><strong>Keeping safe</strong></td>
<td><em>Healthy and safe</em></td>
<td><em>Children should:</em></td>
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<td><em>Children should:</em></td>
<td><em>Values – inc. diversity and equal opportunities</em></td>
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<td>• about risks they may face[^5]</td>
<td>*be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)[^5]</td>
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<td>• that bacteria and viruses can affect health and that following simple routines can reduce their spread[^5]</td>
<td>• know about their right to keep certain things ‘private’</td>
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<td>• be able to describe what risk is and how this may affect decisions[^5]</td>
<td>• be able to write about feelings[^5]</td>
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<td><strong>Drug Education</strong></td>
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<td><strong>Relationship and sex Education</strong></td>
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<td><strong>Children should:</strong></td>
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<td><strong>be aware of differences and reproductive processes</strong></td>
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<td>Relationships</td>
<td><strong>Looking after others</strong></td>
<td><strong>Families who live far away</strong></td>
<td><strong>Special people in school</strong></td>
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<td>Citizenship / British Values – rights and responsibilities</td>
<td>Values – diversity</td>
<td>Emotional Health – self awareness</td>
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<td>Emotional Health</td>
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<td>Mountains of learning</td>
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<td>Children will learn:</td>
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<td>• about behaving responsibly</td>
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<td>• the importance of respecting others’ privacy</td>
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<td>Children should:</td>
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<td>• have looked after a toy pet, and recorded this</td>
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<td>• be able to talk about feelings</td>
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<td>• recognise and respond appropriately to a wider range of feelings in others</td>
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<td><strong>Healthy relationships</strong></td>
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<td>Children will learn:</td>
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<td>• what constitutes a positive, healthy relationship and develop the skills to form</td>
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<td>and maintain positive and healthy relationships</td>
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<td>Children should:</td>
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<td>• recognise ways in which a relationship can be unhealthy and who to talk to if they need support</td>
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**National Curriculum target links:**

- **SG** = contributes to safeguarding

- **Healthy and safe**
- **Emotional Health**
- **Anti-bullying**
- **Citizenship / British Values**
- Values – inc. diversity and equal opportunities
### Key Stage 2: Year 3

<table>
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<tr>
<th>Core Theme</th>
<th>Autumn Term</th>
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</table>
| **Living in the Wider World** | **Councillors – what do they do?**<br>Citizenship / British Values – rights and responsibilities, democracy and government<br>Children will learn:  
  - why and how rules and laws that protect themselves and others are made and enforced, SG why different rules are needed in different situations and how to take part in making and changing rules  
  - that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment  
  - about school and local democracy<br>Children should:  
  - show an understanding of the role of a school councillor  
  - resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices | **Where do things come from?**<br>Citizenship / British Values – sustainable development, environment<br>Children will learn:  
  - about sources of products and Fairtrade<br>Children should:  
  - be able to debate about ethics<br>**Me and my community?**<br>Citizenship / British Values<br>Children will learn:  
  - what being part of a community means, and about the varied institutions that support communities locally and nationally<br>Children should:  
  - recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing | **Our ideal community**<br>Citizenship / British Values – sense of community, participation, world of work<br>Children will learn:  
  - about how community facilities work<br>Children should:  
  - produce a map of the community |
## Key Stage 2: Year 4

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<th>Core Theme</th>
<th>Autumn Term</th>
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<tbody>
<tr>
<td><strong>Health and Wellbeing</strong></td>
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<td>Healthy eating</td>
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<tr>
<td>Healthy and safe</td>
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<tr>
<td>Children will learn:</td>
<td>about what food is healthy and why</td>
<td>about the effects of smoking and how to make safe decisions SG</td>
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<tr>
<td>Children should:</td>
<td>to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet</td>
<td>how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) SG</td>
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<td></td>
<td>be able to design a series of healthy menus and compare these with each other and the food offered in school</td>
<td>be able to describe the effects of smoking and how to make safe decisions SG</td>
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<td></td>
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<td>begin to understand the concept of a ‘balanced lifestyle’</td>
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<td><strong>Sex Education</strong></td>
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<td><strong>Emotional Health – self awareness</strong></td>
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<tr>
<td>Children will learn:</td>
<td>how their body will change as they approach and move through puberty SG</td>
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<td>Children should:</td>
<td>be able to recognise changes to their own bodies</td>
<td>be able to express these feelings in writing SG</td>
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<td>be able to manage requests for images of themselves or others and realise what is appropriate and inappropriate SG</td>
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<td><strong>Drug education</strong></td>
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<td>Healthy and safe</td>
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<tr>
<td>Children will learn:</td>
<td>about the effects of smoking and how to make safe decisions SG</td>
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<tr>
<td><strong>Decision making</strong></td>
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<td><strong>Strong feelings</strong></td>
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<td><strong>Emotional Health</strong></td>
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<tr>
<td>Children will learn:</td>
<td>about strong feelings and mood swings SG</td>
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<tr>
<td>Children should:</td>
<td>be able to express these feelings in writing SG</td>
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<td><strong>Relationship and sex education</strong></td>
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<td>Healthy and safe</td>
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<tr>
<td>Children will learn:</td>
<td>about the emotional changes they may experience during puberty</td>
<td>about the emotional changes they may experience during puberty</td>
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<td>Children should:</td>
<td>understand how they will begin to change</td>
<td>understand how they will begin to change</td>
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<td><strong>Rights and responsibilities</strong></td>
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<td><strong>Emotional Health</strong></td>
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<tr>
<td>Children will learn:</td>
<td>about types of behaviour and their consequences</td>
<td>about types of behaviour and their consequences</td>
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<td>Children should:</td>
<td>be able to give examples of right and wrong</td>
<td>be able to give examples of right and wrong</td>
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<td>know what ‘privacy’ means and about the importance of keeping things certain things ‘private’ and what not to keep private SG</td>
<td>know what ‘privacy’ means and about the importance of keeping things certain things ‘private’ and what not to keep private SG</td>
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<td></td>
<td>recognise that their increasing independence brings increased responsibility to keep themselves and others safe SG</td>
<td>recognise that their increasing independence brings increased responsibility to keep themselves and others safe SG</td>
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## Key Stage 2: Year 4

<table>
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<tr>
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<th>National Curriculum target links:</th>
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<tr>
<td>Relationships</td>
<td>Types of relationship</td>
<td>Healthy and safe</td>
<td>Emotional Health – self awareness</td>
<td>Values</td>
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<td>Anti-bullying</td>
<td>Emotional Health</td>
<td>Citizenship / British Values</td>
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<td>Emotional Health – self awareness</td>
<td>Persuasion and pressure</td>
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<td>National Curriculum target links:</td>
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<td>5G = contributes to safeguarding</td>
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<td></td>
<td>• about different types of relationships including friends and families, civil partnerships and marriage</td>
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<td>• that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</td>
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<td>Children should:</td>
<td>Children will learn:</td>
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<td></td>
<td>• understand that there are a variety of relationships</td>
<td>• that their actions affect themselves and others 5G</td>
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<td>Loss and separation</td>
<td>• about the concept of ‘keeping something confidential or secret’ 5G, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’ 5G</td>
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<td>Emotional Health</td>
<td>Children should:</td>
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<td>Children will learn:</td>
<td>• be able to judge what kind of physical contact is acceptable or unacceptable and how to respond 5G</td>
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<td>• about how it feels to lose someone</td>
<td>• be able to demonstrate some basic techniques for resisting pressure 5G</td>
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<td>Children should:</td>
<td>Children should:</td>
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<td>• be able to identify who can help them with difficult feelings 5G</td>
<td>• be able to show understanding of difference including disability</td>
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<td>• recognise how images in the media do not always reflect reality and can affect how people feel about themselves</td>
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<td>• deepen their understanding of good and not so good feelings 5G, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</td>
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# Key Stage 2: Year 4

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<td>Living in the Wider World</td>
<td>Media and the community</td>
<td>Persuasion and pressure</td>
<td>Fundraising activities</td>
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<td>Citizenship / British Values - participation, world of work, media literacy</td>
<td>Anti-bullying</td>
<td>Citizenship / British Values - financial capability, rights and responsibilities, participation, world of work</td>
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| Children will learn:                | • about how the media influences decisions  
                                        | Children will learn:                                                         | Emotional Health                                                            |
| Children should:                    | • be able to hold a debate on a topical issue                                | • about sources of persuasion including the media  
                                        | Children will learn:                                                         |
|                                     |                                                                              | • be able to recognise some persuasive media tactics e.g. on television adverts  
                                        | Children should:                                                            |
|                                     |                                                                              |                                                                              | Children should:                                                            |
|                                     |                                                                              | Recyling project                                                             | • about what voluntary agencies do                                          |
|                                     |                                                                              | Citizenship / British Values – sustainable development, environmental participation | Children should:                                                            |
|                                     |                                                                              | Children will learn:                                                         | • plan and undertake a simple fundraising project                           |
|                                     |                                                                              | • more about the local community                                             | • reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals |
|                                     |                                                                              | Children should:                                                            |                                                                              |
|                                     |                                                                              | • be able to explain what can be recycled in their “local” recycling bins   |                                                                              |
|                                     |                                                                              |                                                                              |                                                                              |
|                                     |                                                                              | Me in the Wider World                                                        |                                                                              |
|                                     |                                                                              | Healthy and safe                                                            |                                                                              |
|                                     |                                                                              | Citizenship / British Values - media literacy                                 |                                                                              |
|                                     |                                                                              | Children will learn:                                                         |                                                                              |
|                                     |                                                                              | • the importance of protecting personal information, including passwords, addresses and images  
                                        | Children should:                                                            |
|                                     |                                                                              | • deepen their understanding of risk by recognising, predicting and assessing risks in different situations  
                                        | • plan and undertake a simple fundraising project                           |
|                                     |                                                                              | • recognising, predicting and assessing risks in different situations  
                                        | • reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals |
|                                     |                                                                              | • deciding how to manage them responsibly (including sensible road use, cycle safety through a |                                                                              |
|                                     |                                                                              |                                                                              |                                                                              |

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### Key Stage 2: Year 4

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|             |             | bikeability programme and risks in their local environment) and to use this as an opportunity to build resilience  
• design posters and materials to reflect this learning |             |             |

**National Curriculum target links:**

- Healthy and safe
- Anti-bullying
- Emotional Health
- Citizenship / British Values

**SG** = contributes to safeguarding

Values – inc. diversity and equal opportunities
### Key Stage 2: Year 5

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</table>
| **Health and Wellbeing** | Healthy lifestyles  
Healthy and safe  
Citizenship / British Values – rights and responsibilities  
Children will learn:  
• about how their own lifestyle contributes to health  
• what is meant by the term 'habit’ and why habits can be hard to change  
• about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact: understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers  
Children should:  
• conduct a local survey to understand more about eating habits  | Gender differences and puberty  
Healthy and safe  
Children will learn:  
• about development from birth and specific body parts  
Children should:  
• be able to name these parts and understand their function  | Sex Relationship Education  
Healthy and safe  
Children will learn:  
• about human reproduction  
Children should:  
• realise that human reproduction is an adult activity  |
| **Gender**       |                                                                            |                                                                            |                                                                            |
| **Drug education** | Healthy and safe  
Children will learn:  
• which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others  
• about alcohol, attitudes to drugs and making safe decisions in situations involving drugs  
Children should:  
• be able to describe the short and long term effects of alcohol, discuss their views about drugs and make safe decisions about drug-related situations  |                                                                            | Setting personal goals  
Emotional Health  
Citizenship / British Values – rights and responsibilities  
Children will learn:  
• how to set goals and targets for themselves  
Children should:  
• produce a personal plan  |
| **Personal Safety** |                                                                            |                                                                            |                                                                            |
| **Emotional Health** |                                                                            |                                                                            |                                                                            |
| **Sex Relationship** |                                                                            |                                                                            |                                                                            |
| **Setting personal goals** |                                                                            |                                                                            |                                                                            |
| **Personal Safety** |                                                                            |                                                                            |                                                                            |
| **Emotional Health** |                                                                            |                                                                            |                                                                            |
Key Stage 2: Year 5

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<td>Values – inc. diversity and equal opportunities</td>
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<tr>
<td>Children will learn:</td>
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<tr>
<td>• more about a range of issues that can affect families</td>
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<td>• about change, including transitions loss, separation, divorce and bereavement SG</td>
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<td>• how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share SG</td>
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<tr>
<td>Children should:</td>
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<tr>
<td>• be aware of some of the problems families/parents can face</td>
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<th>Core Theme</th>
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<td>Relationships</td>
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<tr>
<td>Emotional Health</td>
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<tr>
<td>Children will learn:</td>
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<tr>
<td>• about how to deal with bullies SG</td>
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<tr>
<td>Children should:</td>
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<tr>
<td>• use role-play or other to demonstrate techniques they have learnt SG</td>
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<td>Emotional Health</td>
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<tr>
<td>Children will learn:</td>
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<tr>
<td>• how it feels to be excluded or discriminated against SG</td>
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<tr>
<td>Children should:</td>
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<td></td>
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<tr>
<td>• be able to describe how this feels SG</td>
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<th>Core Theme</th>
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<tbody>
<tr>
<td>Living in the Wider</td>
<td>Stereotypes and changing</td>
<td>Democracy simulation</td>
<td>Global community project – Refugee Week</td>
</tr>
</tbody>
</table>
## Key Stage 2: Year 5

### National Curriculum target links:

- **Healthy and safe**
- **Anti-bullying**
- **Emotional Health**
- **Citizenship / British Values**

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<tr>
<th>Core Theme</th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
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</thead>
<tbody>
<tr>
<td><strong>World</strong></td>
<td>Emotional Health Values</td>
<td>Citizenship / British Values – democracy and government</td>
<td>Citizenship / British Values – sustainable development</td>
</tr>
<tr>
<td></td>
<td>Children will learn:</td>
<td>Children will learn:</td>
<td>Values - diversity</td>
</tr>
<tr>
<td></td>
<td>- that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010)</td>
<td>- about how local democracy works</td>
<td>Children will learn:</td>
</tr>
<tr>
<td></td>
<td>- about images and stereotypes</td>
<td>- use a simulation to develop understanding of democracy</td>
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<td>Children should:</td>
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<td></td>
<td>- be aware of the need to challenge these</td>
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<tr>
<td><strong>Money and saving</strong></td>
<td>Citizenship / British Values – financial capability, work</td>
<td>Diversity Values – diversity</td>
<td>Working together</td>
</tr>
<tr>
<td></td>
<td>Children will learn:</td>
<td>Children will learn:</td>
<td>Children will learn:</td>
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<tr>
<td></td>
<td>- about saving and spending</td>
<td>- about the lives of people living in other places, and people with different values and customs</td>
<td>- how they can work together to bring about change</td>
</tr>
<tr>
<td></td>
<td>Children should:</td>
<td>Children should:</td>
<td>Children should:</td>
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<tr>
<td></td>
<td>- run a simple marketing project in teams</td>
<td>- appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</td>
<td>- listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and to try to see, respect and if necessary constructively challenge their points of view</td>
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<td></td>
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<td></td>
<td>- work collaboratively towards shared goals to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</td>
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<td></td>
<td>- realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber</td>
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### Key Stage 2: Year 5

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<td><strong>National Curriculum target links:</strong></td>
<td><strong>Healthy and safe</strong></td>
<td><strong>Emotional Health</strong></td>
<td></td>
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<tr>
<td>Anti-bullying</td>
<td>Values – inc. diversity and equal opportunities</td>
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<tr>
<th>Core Theme</th>
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<tbody>
<tr>
<td><strong>SG = contributes to safeguarding</strong></td>
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- bullying, use of prejudice-based language, how to respond and ask for help) **SG**
### Key Stage 2: Year 6

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<tr>
<th>Core Theme</th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
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<tbody>
<tr>
<td>Health and Wellbeing</td>
<td>Self confidence – valuing others</td>
<td>Drug education</td>
<td>Relationship and sex education – what do we mean by love?</td>
</tr>
<tr>
<td></td>
<td>Citizenship / British Values – financial capability, rights and responsibilities</td>
<td>Healthy and safe</td>
<td>Healthy and safe</td>
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<tr>
<td></td>
<td>Children will learn:</td>
<td>Children will learn:</td>
<td>Emotional Health</td>
</tr>
<tr>
<td></td>
<td>• about taking on more personal responsibilitySG</td>
<td>• effects and risks of drugs and the consequences of use SG</td>
<td>Children will learn:</td>
</tr>
<tr>
<td></td>
<td>Children should:</td>
<td>• be able to describe effects and risks, understand consequences of drug use and know where to go for help SG</td>
<td>• that there is nothing that they should be afraid to ask about SG</td>
</tr>
<tr>
<td></td>
<td>• be able to demonstrate how their actions affect others SG</td>
<td></td>
<td>• about how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request SG</td>
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<td></td>
<td></td>
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<td>• that there are some cultural practices that are against British law and universal human rights such as female genital mutilation SG</td>
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<td>Children should:</td>
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<td></td>
<td></td>
<td></td>
<td>• explore questions about RSE SG</td>
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<td></td>
<td>Moving on</td>
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<td></td>
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<td>Healthy and safe</td>
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<td>Emotional Health</td>
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<td></td>
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<td>Children will learn:</td>
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<tr>
<td></td>
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<td></td>
<td>• about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement</td>
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<td>Children should:</td>
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<td></td>
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<td>• be able to differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’ e.g. use</td>
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# Key Stage 2: Year 6

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<tbody>
<tr>
<td><strong>Relationships</strong></td>
<td><strong>Conflict resolution</strong></td>
<td><strong>Arguments and families</strong></td>
<td><strong>Relationship and sex education – what do we mean by love?</strong></td>
</tr>
<tr>
<td><strong>Emotional Health</strong></td>
<td>Children will learn:</td>
<td>Children will learn:</td>
<td>Healthy and safe</td>
</tr>
<tr>
<td></td>
<td>• about how to deal with conflicts as they arise</td>
<td>• about how families behave</td>
<td>Children will learn:</td>
</tr>
<tr>
<td></td>
<td>Children should:</td>
<td>Children should:</td>
<td>• about parenting and love $^S_G$</td>
</tr>
<tr>
<td></td>
<td>• be able to suggest strategies for handling conflict $^S_G$</td>
<td>• recognise that reaching positive solutions usually involves negotiation and compromise $^S_G$</td>
<td>Children should:</td>
</tr>
<tr>
<td></td>
<td>• be able to recognise and manage ‘dares’ $^S_G$</td>
<td></td>
<td>• appreciate there are different types of love e.g. parental love, partner love, friendship love etc. $^S_G$</td>
</tr>
<tr>
<td></td>
<td>• be able to recognise how “peer acceptance” may be influential in their actions and behaviours $^S_G$</td>
<td><strong>Strong emotions</strong></td>
<td>• be aware that marriage is a commitment freely entered into by both people, that no one should enter into marriage if they don’t absolutely want to do so $^S_G$</td>
</tr>
<tr>
<td><strong>Secrets and dilemmas</strong></td>
<td><strong>Values</strong></td>
<td><strong>Healthy and safe</strong></td>
<td><strong>Racism and its consequences</strong></td>
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<tr>
<td><strong>Emotional Health</strong></td>
<td>Healthy and safe</td>
<td>Children will learn:</td>
<td>Values – diversity and equal opportunities</td>
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<tr>
<td>Children will learn:</td>
<td>Children will learn:</td>
<td>• about aggressive behaviour $^S_G$</td>
<td>Children will learn:</td>
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<tr>
<td>• about handling moral dilemmas and when to tell $^S_G$</td>
<td>• recognising that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them $^S_G$</td>
<td>Children should:</td>
<td>• understand about bullying and racism $^S_G$</td>
</tr>
<tr>
<td>Children should:</td>
<td>• be able to express what it means to be in charge</td>
<td></td>
<td></td>
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<tr>
<td>• show understanding through role-play or other $^S_G$</td>
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<thead>
<tr>
<th>Living in the Wider World</th>
<th>Citizenship challenge / our neighbours</th>
<th>Democracy and decisions</th>
<th>Celebration – supporting each other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Citizenship / British Values – sense of community</strong></td>
<td><strong>Citizenship / British Values</strong></td>
<td><strong>Citizenship / British Values</strong></td>
<td><strong>Citizenship / British Values – sense of community</strong></td>
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## Key Stage 2: Year 6

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<td><strong>will learn:</strong></td>
<td><strong>will learn:</strong></td>
<td><strong>will learn:</strong></td>
<td><strong>will learn:</strong></td>
</tr>
<tr>
<td>more about people in their community</td>
<td>learn about government and parliament</td>
<td>Healthy and safe</td>
<td>Healthy and safe</td>
</tr>
<tr>
<td>be able to explain what local facilities exist in their community e.g. libraries, leisure centre etc.</td>
<td>show understanding via letter writing</td>
<td>about the people who are responsible for helping them stay healthy and safe</td>
<td>about the people who are responsible for helping them stay healthy and safe</td>
</tr>
<tr>
<td><strong>Money and Me</strong></td>
<td><strong>Children</strong></td>
<td><strong>Children</strong></td>
<td><strong>Children</strong></td>
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<tr>
<td>Citizenship / British Values – financial capability, rights and responsibilities world of work</td>
<td>about the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer</td>
<td>healthy and safe</td>
<td>healthy and safe</td>
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<tr>
<td></td>
<td>that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</td>
<td>Anti-bullying</td>
<td>Anti-bullying</td>
</tr>
<tr>
<td></td>
<td>about enterprise and the skills that make someone ‘enterprising’</td>
<td>Citizenship / British Values</td>
<td>Citizenship / British Values</td>
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<td></td>
<td>develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’ (e.g. their contribution to society through the payment of VAT)</td>
<td>Values – diversity and equal opportunities</td>
<td>Values – diversity and equal opportunities</td>
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<td></td>
<td>explore and critique how the media present information</td>
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<td>structure and conduct interviews and compare results</td>
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<tr>
<td><strong>Racism and its consequences</strong></td>
<td><strong>Children</strong></td>
<td><strong>Children</strong></td>
<td><strong>Children</strong></td>
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<tr>
<td>Citizenship / British Values – diversity and equal opportunities</td>
<td>that actions have consequences – emotionally as well as physically and that bullying and racist behaviours are wrong</td>
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<td></td>
<td>understand about bullying and racism</td>
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PSHE and Wellbeing outside the curriculum

School Ethos

A school’s ethos underpins the total experience of being in school. It encompasses the physical, spiritual, moral and emotional environment that cannot be achieved or experienced through the curriculum delivery alone and has an impact on pupils, staff and families. It includes being welcomed, positive relationships, excitement for learning, positive modelling of behaviours from staff to pupils, feeling safe, having a sense of belonging and celebrating staff and pupils achievements. The types of interactions the children and young people will experience while at school, from their relationships with each other to those with all members of staff have a significant contribution to their maturation and state of wellbeing.

Key components of a positive school ethos include:

- Strong leadership with high expectations of pupils and staff
- Staff modelling good practice to peers and pupils
- A commitment to equality and tackling discrimination and promoting inclusion
- An environment where staff and pupils feel safe
- Family involvement
- Opportunities to develop social and emotional competencies
- The views of staff, pupils and families inform school developments
- Community cohesion
- Celebrating successes and aspirations
- Participation in healthy activities
- A clear relationship between ‘taught’ and ‘non-taught’ aspects of learning

In this section we have provided additional information and example ideas to support a positive school environment and ethos.
Leadership

School leadership provides the whole school community with direction and motivation, sets a vision for the school and can create an environment in which staff, pupils and parents are able to flourish and contribute to the achievements of the school and development of its culture.

Ideas

- Create a vision and ethos for wellbeing
- Agree core values with the staff, pupils and community
- Embed the values and make them live by threading them through all school activities - the curriculum, assemblies, behaviour management, reward systems, liaison with families
- Find out the signature strengths of the pupils and teachers in the school and work towards having a strength based school

School Environment

The school environment consists of the physical, aesthetic and psychosocial elements of the school. The physical and aesthetic environment includes the school building, contents, surrounding grounds and how they look and appeal to the senses, such as proportions, scale, rhythm, light, materials, noise, temperature, odours and colours. The psychosocial environment comprises the feelings, attitudes and values of pupils, staff and parents/carers, together with the school’s procedures for developing and implementing polices, and making decisions.

Local factors can also affect the school environment, including: social, cultural and religious influences of the nearby communities, geography, socioeconomic status of families and the political make up of the local authority.

Ideas

- When visiting other schools notice how easy it is to get in, and how welcoming it is. Bring back your experience to your own school and see what improvements, if any, could be made.
- Independent research on behalf of the School Food Trust into the impact of dining spaces on pupils has suggested that lunchtime is the key period during the school day which governs whether a child feels “happy” in school or not. Do pupils have to wait a long time to get food? Does the queuing system work? Is it properly managed? Do pupils have sufficient time to eat? Simple things such as changing the layout of the dining room furniture, for instance separate long rows of tables into smaller groups, can help create a pleasant and relaxing environment.
- Teaching outdoors can provide a stimulating and enriched learning experience for pupils. For example: measuring and shapes in mathematics, light and temperature in science, and investigating environmental change in geography.
- Create active play areas - colour coded zoned areas for a range of different team and individual activities e.g. football, basketball skipping, hoops etc.
- Put markings in the playground to help children develop movement fluency and coordination e.g. hopscotch, pathways, circles, stepping-stones etc.
- Encourage rest and relaxation by creating a quiet seating area, with some shade, within the school grounds.
- Run regular surveys with both pupils and staff to identify issues and then set up focus groups to assist in identifying solutions.
- Designate an area to set up a growing club. With good planning even a small space can be transformed using containers, grow bags and hanging baskets.
Staff wellbeing

Staff wellbeing is a complex concept involving emotional, physical and spiritual resilience within the adult. It is important in maintaining motivation and overcoming other challenges involved when working with children and young people both within and beyond the classroom. Staff wellbeing is essential to pupil wellbeing.

Ideas

- Ensure all current support systems are promoted to all staff (for example via a staff notice board, mail out, staff newsletter or in the staff handbook, confidential helpline numbers on the Union Notice Board).
- Encourage healthy lifestyles for staff by organising physical activities for them, after school, one afternoon a week.
- Provide space for teachers to think about their own values and wellbeing, and to consider their relationship to the values of the school, in a safe and secure environment. The Philosophy for Children method of enquiry is also an excellent process to generate thoughts from adults - consider using it in a staff meeting to talk through a particular issue or topic.
- Make a space in the staff room, or another area, which is a quiet, comfortable ‘work free’ space where staff can unwind, without interruption if required.
- Consider a staff Continuing Professional Development session on relaxation activities, which can be applied to enhancing both personal and school life, for example, mindfulness.
- Allocate a regular time slot to celebrate staff work and success in staff meetings.
- Write thank you notes or send postcards to staff to acknowledge a particular piece of work, detailing its strengths and the positive impact it has had.

Pupil/Student Voice

This is a process of actively involving all children and young people in their education. It is not a prescriptive methodology, but allows schools the opportunity to develop creative and engaging ways of encouraging pupils’ participation in accordance with their strengths and unique characteristics. An effective pupil voice seeks to include the voices of all children and young people and develop their strengths, skills and interests and is much more than just a school council body. It is an inclusive process and ethos which values and responds to pupil opinions and enhances the life of the school.

Ideas

- Give a group of pupils some cameras with which to photograph and highlight areas in the school that may need improving.
- From the pupil body develop a team of Health Ambassadors who promote healthy messages to staff and pupils. Give them responsibility for leading on assemblies, managing an eye catching health notice board and seeking views of staff, pupils and parents.
- Give your School’s Council elections a higher profile. Try running them like a general election, either based on this country or use this as an opportunity to learn about election processes in other countries. This enables more pupils to be involved than just those standing for election.
- Go beyond simple surveys. Offer to train a group of children and young people on creative methods for consulting with their peers.
- Remember that such resources as “Worry” or “Suggestion” boxes are simple and effective ways of gathering pupil feelings and ideas.
Family Involvement and Support

This refers to a child’s/student’s parents or carers taking responsibility for their role in their child’s education, working in collaboration with the school to achieve what is best for their child and having the opportunity to share their views and wishes with the school. This includes supporting their child’s education at home and providing them with a stable, caring environment in which to grow and develop. It can also include family members being actively involved in the life of the school, for example, as a school governor, reading support or helping at school events. Schools are able to provide a range of opportunities and initiatives that support and enable family involvement.

Ideas

- Is it mainly mothers who are involved in your school? Set up a weekly club for fathers and their children to do activities together. The Family SEAL resources could support structuring this.
- Does your school have a proportion of parents whose second language is English? Set up a language group for parents to attend where they will develop their language skills, encourage peer support and identify needs.
- Consulting with parents doesn’t always have to be a big event. Communicate via a school’s website or notice board. Something as simple as inviting comments on a particular issue or policy by jotting ideas on post it notes and sticking them on the board can be helpful.
- If you want to encourage a group of parents to come into the school for a consultation or information sharing event, plan a small event e.g. pupil presentation or music occasion to happen first to encourage them to attend.
- Be patient. Building the confidence and trust of working with some parents can take time. Try first an initial home visit, then some follow up support visits, then an invitation to a coffee morning at the school. Take some of their child’s work or certificates with you to show them what their child is achieving.
- Have a stack of cards in reception and invite parents to write down any skills or interests they have that they may be interested in using within the school.
- Are you able to organise a crèche for parent events? Looking after small children is sometimes a key reason why parents are unable to attend school events.
- Welcoming, familiar faces can make a huge difference. Staff consultations have shown that meeting and greeting parents at the gate each morning and afternoon can help build positive relationships between staff and parents.
- A regular “coffee morning” for parents/carers can be a vehicle for engagement with families. Some schools then invite a guest (often a professional) to each session e.g. school nurse to talk about whatever issue is current.
Anti-Bullying

Bullying is a subjective experience and can take many forms. However for the purpose of a shared definition, the Anti-Bullying Alliance Statement of Purpose explains bullying as, “the intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have harmful effect on the victim.”

Ideas
- Use Anti Bullying week not only to raise awareness of bullying and to promote positive messages but also to celebrate the positive relationships and inclusive initiatives pupils and staff have engaged in over the past year.
- Ensure all staff fully understand the school’s Anti-Bullying policy. Deliver a group staff activity where staff discuss bullying scenarios and find responses to them within the policy. This is also a good way to consult with staff on the content of the document and check in with how confident staff actually feel in responding to bullying.
- Issue pupils with cameras and ask them to photograph areas of the school they may not feel safe in. Work with pupils to develop these as safe areas.
- Buddy Bus Stops in the playground should help to ensure children always have someone to play with and build positive peer relationships.

Community Cohesion and British Values

A school’s contribution to engaging with community cohesion and British values can be grouped under the three following headings:

1. **Teaching and learning:** teaching pupils to understand others, debate and promotion of common values and diversity, challenging prejudice and stereotyping.

2. **Equity and excellence:** removing barriers to access and participation, offering equal opportunities to all pupils to succeed at the highest level possible.

3. **Engagement and ethos:** providing opportunities for all pupils and families to interact with each other.

Appendix 2: British Values

Ideas
- Ask the pupils in your class to map what cultural events are important to them throughout the year and mark them on a large yearly calendar. Invite pupils to talk about them to the class as they occur.
- Have story telling in assemblies and in lessons that focus on stories about British values and those from different cultures. Reflect and focus on the strengths that each story demonstrates.
- Enrich the curriculum programme through fieldwork, visits and meetings with members of different communities.
- Work with key members of the community, or local voluntary and community groups to develop the range of activities they could offer to your pupils, such as mentoring schemes.
Consider a pupil-led research project into the types of differences they celebrate, tolerate or find difficult. The findings could be presented at local and/or national events or conferences.

A school twinning project to another town, either in the UK or abroad (or both), which encourages interaction of pupils of different backgrounds through emails, letters, visits, sports, arts and celebrating religious festivals.

Healthy activities: physical activity, healthy eating and emotional health

Healthy activities are the regular exercise and nourishment of both body and mind. They encompass physical activity, healthy eating and emotional health and wellbeing. All three are interrelated and directly impact on each other.

Ideas

Encourage appropriate social skills at the dining table. This will help your pupils to develop confidence in eating with other people.

When planning a school menu, start by carrying out a survey with the pupils to get their views and ideas. You could also devise a competition to design a healthy school lunch. Giving the Pupils/Students ownership of a school menu will generate interest in the school meal and have a positive effect on school meal uptake.

When you introduce new menu ideas hold a tasting event for the Pupils/Students to sample the different flavours and textures. Tasting can take place in the dining room, either by giving Pupils/Students a small taster of the day’s new dish in the queue, setting up a table on the way into the dining room where Pupils/Students can taste the daily special, or at parent/carer events.

Organise a taste-a-thon in a healthy eating week, when Pupils/Students can taste a variety of different foods. Parents can also be involved especially if the event is arranged at the start or end of the school day.

Involve your pupils in food growing activities and give them the chance to experience the rewards of growing first-hand. This can also help to develop an understanding of healthy diets, raise awareness of where food comes from and how we rely on plants for food. This can include windowsill herbs started at school and then taken home.

Provide extracurricular classes that promote physical activity and also appeal to Pupils/Students who are not interested in the regular team sports e.g. hiking, yoga, dance or cycling.
The Arts

The arts include theatre, dance, music, visual arts, literature and culinary arts. All are an important part of culture and provide a means for people to creatively express their ideas, emotions, and beliefs, together with celebrating their achievements.

Ideas

- Work creatively with themes, stories and literature. For example, ask the pupils to visually create the landscape or the street in which the story is set in. Get them to role play key characters in the story and hot seat them (remember to get them to de-role afterwards).
- Start school choirs, one for pupils, and another for parents and teachers.
- Work with an artist or group of artists to create an area or celebrate an event within the school grounds i.e. relaxation corner, mural depicting achievements within the school community.

Spirituality and Mindfulness

Ofsted has offered guidance for schools on encouraging pupils’ spiritual development and provided the following definition:

“Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil’s ‘spirit’. Some people may call it the development of a pupil’s ‘soul’; others as the development of ‘personality’ or ‘character’.”


Ideas

- Play calm, beautiful music and give the Pupils/Students drawing materials to draw whatever comes into their minds.
- Make time at the beginning of lessons to allow the pupils to settle and centre themselves and allow time at the end of the lesson for quiet reflection.
- Use a lesson for your pupils to go on a silent walk in the school grounds. Give them space and time to really notice their surroundings. This could lead to an interesting piece of reflective homework.
- Allocate a silent space/room in school, which allows strong silence and deliberate stillness. This must not be the same room that is used for discipline/‘cooling off’ purposes.
- Free dancing or free running is a great example to use for discussion and experience with your pupils to explore how being totally absorbed in an activity can produce spiritual awareness.
- Create a calm, reflective environment through ritual. For example, by lighting a candle at the beginning of a session, and using sound from a Tibetan bowl to signal the beginning and end of an activity.
Directory of organisations that support teaching and learning in PSHE & Wellbeing

We have sorted the organisations under the following headings:

- Anti-Bullying
- Bereavement
- Citizenship & Community
- Domestic Violence and Abuse
- Drug and Alcohol Education
- Eating Disorders
- Female Genital Mutilation (FGM)
- LGBT (Lesbian, Gay, Bi-sexual and Trans sexual)
- Mental Health
- Mindfulness
- Personal, Social, Health and Economic (PSHE) and Wellbeing
- Philosophy
- Pornography
- Resilience
- Safety
- Social and Emotional Aspects of Learning (SEAL)
- Spirituality
- Sustainability and Environment
- The Arts

Anti-Bullying

Anti-bullying Alliance
The stated objectives of the Anti-bullying Alliance are:

- To raise the profile of bullying and the effect it has on the lives of children and young people
- To create a climate in which everyone agrees that bullying is unacceptable
- To make sure that teachers, youth practitioners, parents, carers, children and young people have the skills and knowledge to address bullying effectively.

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Beatbullying
This site contains lots of teaching resources for primary schools, including lesson and assembly plans, activities and information.

[www.beatbullying.org.uk](http://www.beatbullying.org.uk)

BullyingUK
Lots if information and resources on bullying.

[www.bullying.co.uk](http://www.bullying.co.uk)

CEOP - Child Exploitation & Online Protection Centre
Provides training and education resources for practitioners to use with children and young people to increase their understanding of online safety. Also see listing under Safety.

[www.thinkuknow.co.uk/Teachers/](http://www.thinkuknow.co.uk/Teachers/)

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8 Citizenship education remains a compulsory National Curriculum subject for Key Stages 3 and 4.

9 From September 2014 Financial Literacy became statutory for Key Stages 3 and 4. Maths is strengthened to give pupils the mathematical skills needed for financial literacy.
Kidscape
Kidscape is a UK charity established to prevent bullying and child sex abuse. A number of resources, including posters, information booklets and research on the long-term effects on bullying are available to download.

www.kidscape.org.uk

Bereavement

Bereavement
Up to 70% of schools have a bereaved pupil on their role at any given time. One study found that 92% of young people will experience a “significant” bereavement before the age of 16 years. With the right help and support, most of these children will not need professional help. What they do need is the understanding of familiar and trusted adults. Schools are well placed to provide this but with some training, the ability to do so will be greatly enhanced.

www.childbereavement.org.uk
www.rd4u.org.uk

Child Bereavement UK
Child Bereavement UK believes that all families should have access to the support and information they need when a child grieves or when a child dies. Through understanding their grieving process and receiving help in dealing with bereavement from appropriately trained professionals, families can learn to live with their grief and begin rebuilding their lives.

www.childbereavement.org.uk

Childhood Bereavement Network
The Childhood Bereavement Network is a national federation or organisations offering support and information to bereaved children. Their website includes a section for teachers on how to support children after experiencing a death, including some resources available to purchase.

www.childhoodbereavementnetwork.org.uk

Cruse Bereavement Care
Cruse is a national organisation dedicated to offering support to bereavement families, adults and children. Their comprehensive website provides detailed information bereavement, downloadable booklets and information leaflets. Cruse also publishes the international Bereavement Care Journal.

www.cruse.org.uk

Grief Encounter
This website contains lots of helpful online resources for bereaved children and young people, including dedicated 'kid zones' and ‘teen zones’.

www.griefencounter.org.uk

Winston’s Wish
Winston’s Wish is the leading childhood bereavement charity in the UK. Its website has has a dedicated section for schools, providing comprehensive information and resources in supporting bereavement in schools, including reading materials and guidance on how to develop a school bereavement policy.

www.winstonswish.org.uk
Citizenship & Community

**Association for Citizenship Teaching (ACT)**
ACT is the subject association for Citizenship representing teachers and others involved in Citizenship education. They offer: membership services and education programmes that develop and promote Citizenship education; professional development, training and networking opportunities; advocacy for the subject, research and strategic policy advice; and high quality teaching materials including their journal 'Teaching Citizenship'.

www.teachingcitizenship.org.uk

**Biography Online**
Information on inspirational people.

www.biographyonline.net/people/inspirational

**Heroic Imagination Project**
Inspired by Plutarch’s philosophy, the Heroic Imagination Project provides resources and information to support us learn from our heroes and role models.

www.heroicimagination.org

**Moral Heroes**
An online archive of inspirational men and women.

www.moralheroes.org

**Think Global**
Think Global is a membership based charity that works to educate the public on global issues. The site has a section devoted to schools which includes information on curriculum development.

www.think-global.org.uk

**Rights Respecting Schools**
A good source on information and inspiration for possible citizenship projects. It links schools to the UN rights of the child.

www.unicef.org.uk/rsa

**Schools Linking Network**
The Schools Linking Network facilitates links between schools in England to help children and young people explore their identity, celebrate diversity and develop dialogue. On this website you will find details of training for staff, case studies and resources for primary schools.

www.schoolslinkingnetwork.org.uk

**Schools Online**
Formerly, Global Gateway, Schools Online is a wonderful citizenship resource to encourage students to develop an awareness of their role as global citizens, including lesson plans for primary schools.

www.schoolsonline.britishcouncil.org

**Seal and the Global Dimension**
Seal and the Global Dimension provides pathways and appropriate resources for embedding the Global Dimension within the SEAL programme, engaging school students in global and development issues. There are a number of resources to download to support teaching about the global community and our role within it.

www.sealgd.org.uk
Domestic Violence and Abuse

**Action Against Violence (AVA)**

AVA (Action Against Violence) has created the Prevention Platform Toolkit, which is the first comprehensive teaching resource on violence against women and girls (VAWG) that covers the following issues:

- domestic violence
- teenage relationship abuse
- sexual violence
- sexual harassment and bullying
- sexual exploitation
- forced marriage (FM)
- female genital mutilation (FGM)
- honour based violence (HBV)
- sex trafficking

The toolkit is designed to support education practitioners across the UK to develop and deliver a programme to prevent violence against women and girls. It includes resources for understanding each VAWG issue including e-learning, support for teachers to develop a programme of learning based on prevention which is underpinned by Safeguarding policies and duties.

The toolkit also includes lesson plans appropriate for each school year.

[www.preventionplatform.co.uk](http://www.preventionplatform.co.uk)

**Kidscape**

Kidscape is committed to keeping children safe from abuse. Kidscape is the first charity in the UK established specifically to prevent bullying and child sexual abuse. Kidscape believes that protecting children from harm is key. Kidscape works UK-wide to provide individuals and organisations with practical skills and resources necessary to keep children safe from harm. Kidscape staff and trainers equip vulnerable children with practical non-threatening knowledge and skills in how to keep themselves safe and reduce the likelihood of future harm.

Kidscape works with children and young people under the age of 16, their parents/carers, and those who work with them. Kidscape provides:

- A Helpline offering support and advice to parents of bullied children.
- Confidence building sessions for children who are bullied.
- Advice for Parents & Carers, Professionals and Young People themselves.
- A national comprehensive training programme on child safety and behaviour management issues.
- Booklets, literature, posters, training guides and educational videos on bullying, child protection, and parenting.

[www.kidscape.org.uk/](http://www.kidscape.org.uk/)

**The Hideout (Domestic Violence)**

"Women’s Aid have created this space to help children and young people to understand domestic abuse, and how to take positive action if it’s happening to you."

[www.thehideout.org.uk](http://www.thehideout.org.uk)
Safer Futures
Safer Futures is a national project that aims to build networks between local schools, specialist domestic violence services and Local Authorities to ensure that healthy relationships education is delivered responsibly and effectively.

The project will train a nationwide network of domestic violence professionals to work as Women’s Aid Schools Advocates to provide in-school support for teachers to deliver lessons using the Expect Respect Education Toolkit. The aims of the Safer Futures Project are to:

- Provide professionals working in local domestic violence services with the tools and training to become Women’s Aid Schools Advocates and support schools in their area to teach about domestic violence.
- Help teachers to feel confident in delivering lessons about domestic violence using the Expect Respect Educational Toolkit.
- Encourage young people to build healthy, respectful relationships, and identify abusive behaviours in themselves and others.
- Enable local domestic violence services to raise awareness and become further embedded in local communities.

www.womensaid.org.uk/

Victim Support
Victim Support has produced an Education Resource Pack: Key Stage 2 Personal Safety (including bullying, healthy relationships, street crime and hate crimes)

www.victimsupport.org.uk/are-you-ok

Drug and Alcohol Education

Alcohol Education Trust (AET)
AET provides educational materials and lesson plans for use in schools, including a fully evaluated and PSHE Association accredited early intervention education programme for 11-18 year olds, talkaboutalcohol, focusing on what pupils can do to be healthy and stay safe.

http://www.alcoholeducationtrust.org/teacher-area/

http://www.talkaboutalcohol.com/

Mentor ADEPIS – Alcohol and Drug Education and prevention Information Service
If you are looking at improving your delivery of alcohol and drug education within PSHE a useful guidance document that will support you can be found at:

mentor-adepis.org
Eating Disorders

The notes/resources provided deliberately do not spell out details of “eating disorders.” An eating disorder is usually a symptom of an underlying psychological problem. You are teachers, not psychologist, psychotherapists or psychiatrists. It is therefore suggested that ‘eating disorders’ should be mentioned as part of an appropriate PSHE lesson – but that you do NOT deliver a lesson about them per se.

The three commonest disorders are:

- **Anorexia** - an obsessive desire to lose weight or stay thin by not eating.
- **Bulimia** - eating a large quantity of food and then inducing vomiting or using large numbers of laxatives to get rid of it.
- **Binge (or Compulsive) eating** is Bulimia without the purging and vomiting - which results in rapid weight gain.

It’s hard to understand what happens but people develop these disorders when they have deep emotional issues, together with very low self-esteem and a loss of sense of control. People can be very secretive about these disorders – but they affect boys and girls from all social classes and ethnic groups. You can’t fix their problems but you can empower people by being there for them, by listening to them tell you how they feel. Some young people have reported feeling judged by their teachers and therefore discounted them as a source of help.

Eating disorders may become life threatening, the sooner the person gets some professional help, the sooner he/she will recover. Suggest the person concerned speaks to someone like the school nurse or counsellor.

Sources of help

- [www.rcpsych.ac.uk/healthadvice/parentsandyouthinfo/parentscarers/eatingdisorders.aspx](http://www.rcpsych.ac.uk/healthadvice/parentsandyouthinfo/parentscarers/eatingdisorders.aspx)
- [www.b-eat.co.uk/](http://www.b-eat.co.uk/)

**Key standards in teaching about body image – April 2015.**
The PSHE Association has produced guidance on teaching about body image as part of the PSHE curriculum. Suitable for Key Stages 1-5.

Female Genital Mutilation (FGM)
It is essential that schools raise awareness of the facts and issues, around FGM. Including providing information on how and where to get help. In order to inform and facilitate the exploration of attitudes around FGM, it is important for young men as well as young women to take part in these lessons. A lesson plan covering this topic for Key Stage 3 may be found at:


Multi-Agency Practice Guidelines are available from:

Forward UK
FORWARD’s Schools Programme offers a comprehensive and wide range of services for schools. All of their schools services are delivered in a sensitive and age appropriate way by experienced FORWARD facilitators. Their schools services are flexible and tailored to meet the needs of each school and target audience. FORWARD believes that schools play a vital role in protecting and supporting girls at risk of or affected by FGM. They also believe that young people should be engaged and empowered to know about issues that affect them, their peers and their communities. Work with schools is focused not only on awareness but also the role that everyone can play in supporting girls and ending the practice. Pupils are equipped to be able to support themselves, their peers and their siblings who may be at risk of or affected by FGM.

http://www.forwarduk.org.uk/what-we-do/uk-programmes/schools-programme/

Human Rights
A two minute video which beautifully explains what you need to know about human rights – and, why they matter.

https://www.youtube.com/watch?v=pRGhrYmUjU4 (from Rights Info)
UN Human Rights video (just under 2 mins):
https://www.youtube.com/watch?v=JpY9s1Agbsw

LGBT (Lesbian, Gay, Bi-sexual and Trans sexual)

Depend
A voluntary organisation which aims to provide advice, support & information for anyone who knows or is related to a Trans person in the UK

www.depend.org.uk
email.info@depend.org.uk

The Gender Trust National Helpline
Dedicated to helping anyone affected by gender identity issues. Phone: 0845 231 0505

www.gendertrust.org.uk
info@gendertrust.org.uk

IMAAN
A national group supporting LGBT Muslim people, their families and friends
Phone: 020 3393 5188
www.imman.org.uk
National LGBT Domestic Abuse Helpline
Providing support and information on domestic violence and abuse
Phone: 0800 999 5428 (FREEPHONE)

GIRES
Purpose is to improve the lives of trans and gender non-conforming people, including those who are non-binary and non-gender.

http://gires.org.uk/

Regard
A group aiming to raise awareness of disability issues within LGBT communities and to raise awareness of sexual issues within the disabled communities

www.regard.org.uk

Trans Support
Aims to provide practical support to all trans people, their families and friends. It is a source for information and guidance.

www.trans-support.org

Mermaids
Supporting young people who feel at odds with their birth gender to achieve a happier life in the face of great adversity. And/or parent(s) with a child who feels this way.
Phone: 0344 334 0550
email: info@mermaidsuk.org.uk

http://www.mermaidsuk.org.uk/

Stonewall
Help, guidance, information, resources (suitable for classroom use) and support for LGBT communities and their allies.
Phone: 020 7593 1850
Information service: 08000 50 20 20

www.stonewall.org.uk

Diversity Role Models
Actively seeks to prevent homophobic and transphobic bullying in UK schools. Stopping bullying before it happens by educating young people about difference, challenging stereotypes and addressing the misuse of language.
Phone: 020 3795 920

http://www.diversityrolemodels.org/

Young Women's Peer Health Project
Working to improve young lesbian and bisexual women’s health.

http://www.likt.org.uk/

With thanks to Lee Gale for contributing to this list
Mental Health

Anna Freud, National Centre for Children and Families
Have produced a range of resources for schools, including a Mental health toolkit for schools which aims to raise awareness amongst school and college staff of the range of validated tools that are available to help measure subjective mental wellbeing amongst the student population.
http://www.annafreud.org/services-schools/schools-in-mind/resources-for-schools/

National Children’s Bureau (NCB)
Advice covering two overlapping areas of school practice is provided by NCB: promoting positive social and emotional wellbeing for all in schools, and tackling the mental health problems of pupils in more serious difficulty. It is designed to support schools, in particular, school leaders, in the delivery of their work on these two areas.
http://www.ncb.org.uk/media/1197143/ncb_framework_for_promoting_well-being_and_responding_to_mental_health_in_schools.pdf

PSHE Association
The PSHE Association has prepared a briefing and launched new guidance and primary and secondary lesson plans for schools on preparing to teach about mental health and emotional wellbeing.
https://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=570&Keyword=&SubjectID=0&LevelID=0&ResourceTypeID=3&SuggestedUseID=0

Samaritans
DEAL (Developing Emotional Awareness and Listening) teaching resources
Samaritans' teaching resources help schools develop the skills that young people need to cope with life's challenges. DEAL (Developing Emotional Awareness and Listening) aims to:
- raise awareness of emotional health and the importance of recognising when you need help
- develop positive coping strategies
- reduce stigma and break down barriers around talking about emotional health.
- developing communication skills
- developing supportive and help-seeking behaviour in young people
http://www.samaritans.org/your-community/supporting-schools/deal-teaching-resources

Young Minds
850,000 children and young people in the UK have a mental health problem - and that's just the ones who have been diagnosed. The Young Minds website offers information to young people and children about mental health and emotional wellbeing.
Resources include The Resilient Classroom, bite size 20 minute activities for promoting resilience in PSHE or tutor groups.
http://www.youngminds.org.uk/
http://www.youngminds.org.uk/training_services/academic_resilience/what_is_academic_resilience
Mindfulness

**The Mindfulness in Schools Project (MISP)**
Includes research on the benefits of mindfulness for children and young people. Offers a teachers’ training programme to enable teachers to teach an eight-week mindfulness curriculum called .b (stop, breath and be). Teachers’ own established mindfulness practice and completion of an eight-week course is a pre-requisite for the training. Has now launched a primary schools project called paws .b.

[www.mindfulnessinschools.org](http://www.mindfulnessinschools.org)

Mindful

Mindful is an initiative that celebrates being mindful in all aspects of daily living - through a magazine, website and social media.

Lots of background articles, the latest research on how mindfulness works and links to helpful resources.

[www.mindful.org/](http://www.mindful.org/)

Mindful Schools

Based in the US, Mindful Schools provides online courses to learn mindfulness and to move onto learning to teach children. They also offer regular training courses in the UK. It has a very informative website in mindfulness for children. Currently there is also a link to a 40 minute film called Healthy Habits of Mind, looking at how mindfulness has been integrated into a primary schools in California which is really worth a watch.

[www.mindfulschools.org](http://www.mindfulschools.org)

MindUP™ (The Hawn Foundation UK)

The Hawn Foundation UK, established by the actress Goldie Hawn well known for her advocacy of mindfulness in schools, provides a whole school SEL programme (4-13yrs) with a 1yr implementation model of training and support, including a parent workshop. The evidenced based MindUP™ Curriculum provides a framework for teaching SEL based in neuroscience, positive psychology and mindful awareness training.

[http://www.thehawnfoundation.co.uk/](http://www.thehawnfoundation.co.uk/)

Susan Kaiser Greenland

Again, based in the US, but full of inspiration and relevant information, author of The Mindful Child, Susan Kaiser Greenland has established the Inner Kids Foundation which teacher mindfulness skills to children in deprived schools and neighbourhoods in Los Angeles. Her website is full of information on recent research on mindfulness with children.

[www.susankaisergreenland.com](http://www.susankaisergreenland.com)

Stressed Teens

Great website introducing the rationale of mindfulness practice for teens.

[www.stressedteens.com](http://www.stressedteens.com)
Personal, Social, Health and Economic education (PSHE) and Wellbeing

To support the host of initiatives and recent inclusions to the PSHE curriculum the Department for Education have published the following documents:

A review of impact and effective practice – 13th March 2015

Relationships education, RSE and PSHE: policy paper – 1st March 2017

Go Givers
Go Givers is a PSHE and Citizenship programme for primary schools to develop caring and concerned citizens with the skills and confidence to make a positive difference to their communities. They also organise their “Make a difference” challenge.

www.gogivers.org

Health Education Partnership Ltd.
Advice available for emotional wellbeing and PSHE, healthy eating and physical activity. Can also assist schools wishing to renew Healthy School Status. Website has various free resources available to download.

www.healtheducationpartnership.com

Image in Action
Image in Action believes that people with disabilities or additional learning needs have a right to information and understand about sexuality.

They have developed a respected methodology that uses practical activities, drama, storytelling and visual resources to deliver effective RSE through group work. Image in Action use a range of available RSE resources for work with young people with learning disabilities and have written and published a number of books and leaflets. They can lead staff training/INSET and advise about RSE policy development or consultation on specific RSE related issues for young people with learning disabilities.

http://www.imageinaction.org/

Metropolitan Police
This site provides information about subjects that matter to young people in London. Targeted at 11 to 16 year olds, it is designed to sit alongside the main Metropolitan Police Service website. It includes links to:

- Your Justice Your World
- Dot Com
- Gang and Group Offenders (A practitioners handbook of ideas and interventions)
- PSHE lessons mapped against the National Curriculum
- London Criminal Justice Partnership
- UK Youth Parliament….and more!

safe.met.police.uk/utilities/teachers_resource.html
National Children’s Bureau
The National Children’s Bureau website has a variety of useful free resources relation to PSHE delivery.
www.ncb.org.uk

Personal Finance Education Group (pfeg)
pfeg is the UK’s leading financial education charity. It provides resources and lesson plans, help and advice to anyone teaching children and young people about money. pfeg organizes training (often free to schools) and events such as “My money week”. For full details visit their website.
www.pfeg.org

The PSHE Association
The subject association for this area of work, the PSHE association is a membership organisation which supports many aspects of PSHE. Membership fees and all other details are available on their website.
www.pshe-association.org.uk

Raising Aspirations, Inspiring Futures
A Key Stage 2 teaching resource, developed by the PSHE Association in partnership with Siemens, enabling primary teachers to enhance pupils’ understanding of potential career choices, while challenging gender stereotypes.
https://www.pshe-association.org.uk/curriculum-and-resources/resources/raising-aspirations-inspiring-futures

Strengths Gym
Strengths Gym provides an educational course that enables students and teachers to work together to learn about, recognise, build upon, and use their strengths more in the classroom, at home, and in life.
www.strengthsgym.co.uk

TES Connect
Hundreds of downloadable PSHE lesson plans for primary schools.
www.tes.co.uk/teaching-resources/

Teaching Ideas
This is a web site that informs readers of significant dates/events across the Year. It is a mix of religious, social, cultural and special interest events. It is fairly thorough and is a good place to look for ideas to link school events to.
www.teachingideas.co.uk/events/

Upgrade 7
Transport for London have worked in partnership with a number of London boroughs and created a variety or transition resources, including lesson plans and travel guides.
www.upgrade7.com
Philosophy

Epicurus
Both sites are a good source of information on Epicurus and Epicurean philosophy.
www.epicurus.net
www.epicurus.info

Mark Vernon
The site of writer and journalist Mark Vernon containing various sources of information on ancient philosophy, including a number of useful articles and interactive quizzes which could be used in the classroom.
www.markvernon.com

Philosophy Bites
A wide range of philosophical podcasts
www.philosophybites.com

Philosophy for Children
P4C.com is an online resource for primary schools. There are a number of free resources relating Philosophy for Children enquiries to different subject areas, including SEAL and PSHE. There is also opportunity to subscribe for greater access.
www.P4C.com

Philosophy for Life
Jules Evans’ excellent website which clearly outlines and contemporary relevance of ancient philosophy.
www.philosophyforlife.org

Society for Advancing Philosophical Enquiry and Reflection in Education
Philosophy for Children www.philosophy4children.co.uk
There are currently three levels of P4C courses validated by the Society for Advancing Philosophical Enquiry and Reflection in Education (SAPERE) with analogous handbooks published as a guide for each level. For more information on P4C and SAPERE courses visit either of these websites
www.sapere.org.uk

Socratic Cafes
A good source of information to inspire you to set up a Socrates Café in your classroom or school.
www.philosopher.org

The Philosophy Man
Sign up to this site to receive great free resources and ideas to support your classroom enquiries.
www.thephilosophyman.com

The Stoic Life
Information on Epictetus and other Stoic philosophers.
www.thestoiclife.org
Pornography
In a survey carried out by independent market research organisation Research Now, on behalf of NAHT (National Association of Head Teachers), the vast majority of parents (88 per cent) said sex education and lessons on adult and peer relationships should be mandatory in schools.

More than four in five parents want schools to include issues surrounding the dangers of pornography as part of sex education. 83 per cent had sufficient confidence in schools’ ability to help their children understand the dangers specifically associated with pornography that they believed teachers were as important as parents in handling the issue.

The Sex Education Forum who represent a group of organisations and individuals committed to improving relationship and sex education (RSE) for children and young people have produced a magazine information to help teachers work with this issue:

www.sexeducationforum.org.uk/resources/sex-educational-supplement.aspx

Resilience
Action for Happiness
A good website for resources and information to support lesson planning.

http://www.actionforhappiness.org/

Anxiety BC
Good website introducing anxiety and suggesting ways to talk about it with young people. It has an informative interactive zone for young people.

http://www.anxietybc.com/

Bounceback
An Australian based programme, a number of UK schools are now implementing its Wellbeing and Resilience Programme. All details are available of the website.

www.bounceback.com.au

Dove Self Esteem Project
The Dove Self Esteem Project aims to improve the self-esteem of more than 15 million young people by 2015. The website (from Dove soap, part of Unilever) has sections in the areas of:

- friendships and relationships
- teasing and bullying
- growing up and body image
- boosting self esteem
- the role of the media

http://www.selfesteem.dove.co.uk/
The Flow Genome Project
This is an organisation dedicated to researching and cultivating flow – or peak – experiences, to help us maximise our engagement with and experience of life. The website contains a lot of inspirational video, which would be good for classroom life.
http://www.flowgenomeproject.com/

GET Self Help
Numerous free and downloadable cognitive behaviour therapy-based worksheets and resources.
http://www.getselfhelp.co.uk/

Hands on Scotland
An excellent site full of information on EHWB and flourishing.
http://www.handsonscotland.co.uk/

Kidspace - separation
Kidspace focuses on helping children and young people understand their feelings and learn how to manage them as well as help children cope, and adjust to the changes in their family. They conditionally offer a confidential space for the child/young person to work through their feelings and express the impact the separation of their family is having on them.
akidspace.co.uk/

Mind with Heart
Mind with Heart is a charity dedicated to equipping young people with the social and emotional skills necessary to their well-being and to a sustainable society. It offers a secondary school curriculum consisting of three modules: mindfulness & awareness, empathy and compassion and universal responsibility & sustainability.
www.mind-with-heart.blogspot.co.uk

Penn Resiliency Project
Overview and structure of the Penn Resilience Programme Curriculum.
http://www.ppc.sas.upenn.edu/prpsum.htm

Relate - Divorce
Children and young people will need to adjust to many changes if their other parent separate. Some of that adjustment can be difficult and painful. It may leave the child/young person feeling many things, including angry or sad or confused. They may even blame themselves for what’s happened to their family. This can make the child/young person behave in many ways.
whatnext.relate.org.uk

Resilience Training
Resilience Training has been introduced to US troops, which teaches Stoic principles and Positive Psychology to US soldiers.
http://www.resilience.army.mil/
Strengths Gym
Strengths Gym provides an educational course that enables students and teachers to work together to learn about, recognise, build upon, and use their strengths more in the classroom, at home, and in life.
http://www.strengthsgym.co.uk/

Wellington College
Visit Wellington College’s intranet wellbeing pages for an overview of their wellbeing lessons and a multitude of valuable ideas and resources.
http://intranet.wellingtoncollege.org.uk/well-being

Young Minds - The Resilient Classroom
There are many school resilience programmes which aim to narrow the gap between pupils who do well academically and those who don’t. A lot of them are very useful, so why have we put this information together? Resilience programmes can be expensive - we wanted to offer something everyone could access for free. We have been working on resilience for years, and have developed an approach which many schools find really helpful. People keep asking us to put something together specifically for schools to use - that is practical, realistic and easy to follow, and something that inspires people. Pupils who experience multiple disadvantages face greater challenges in school than most so we need a programme that really helps them. Academic Resilience supports schools to step up the things they do so there is greater impact on the achievements of their most vulnerable or disadvantaged pupils.
http://www.youngminds.org.uk/training_services/academic_resilience/what_is_academic_resilience

Safety
The Department for Education and Home Office have published the following related documents:

Dealing with child sexual exploitation – Home Office - 3rd March 2015

Keeping Children Safe in Education

Protecting Children from Radicalisation: The Prevent Duty – (updated 17th August 2015)

The Use of Social Media for Online Radicalisation – DfE updated 1st July 2015

Working together to Safeguard Children
British Red Cross: Life: Live it resources
This online resource, aimed at 6-11 year olds, has four areas:

- What is First Aid?
- Stay safe
- Help save lives
- Emergency Action

Each section has quizzes, videos, games and information areas which are engaging and easy to use. It is found on the “What we do” section of the website.

www.redcross.org.uk

CEOP - Child Exploitation & Online Protection Centre
CEOP works with child protection partners across the UK and overseas to identify the main threats to children and coordinates activity against these threats to bring offenders to account. We protect children from harm online and offline, directly through NCA led operations and in partnership with local and international agencies.

CEOP’s Thinkuknow programme provides a range of free educational resources - films, lesson plans, presentations, practitioner guidance, games and posters - to professionals working with children and young people. Through the use of our educational materials you can help to empower and protect young people from the harm of sexual abuse and exploitation, both online and off.

www.ceop.police.uk
www.thinkuknow.co.uk

Saving Londoners Lives
Saving Londoners’ Lives (SLL) is a partnership project aiming to increase the number of people in the capital with emergency life support (ELS) skills. ELS is the set of actions needed to keep someone alive until professional help arrives. Whether someone has had a heart attack, is choking or bleeding, the prompt action of a bystander can make the difference between life and death.

It is never too early to start learning ELS. School is an ideal environment in which to learn ELS within the existing curriculum. The ELS programme can be carefully tailored to the individual requirements of each school, and enables schools to establish flexible delivery of ELS skills to their pupils.

Teachers and other school staff receive free instructor training in ELS from St John Ambulance equipping them to deliver the British Heart Foundation’s (BHF) Heartstart UK programme to their pupils. They are supported by medical students from the 5 London medical schools who are specially trained by the London Ambulance Service NHS Trust.

www.savinglondonerslives.org.uk
Social and Emotional Aspects of Learning (SEAL)

SEAL
This is a body of work that was first published in 2005, with a range of materials for primary schools. It was available free of charge to all primary schools. It consists of booklets for each year group on each of the seven themes, as well as sets of photographs, booklets for family work and small group work. Most schools have a copy of this, either as the CD ROM, Box File or both. If not, it can found at:

http://webarchive.nationalarchives.gov.uk/20110809101133/nsonline.org.uk/node/87009

The SEAL Community
Set up and supported by leading experts in the field, the SEAL Community is a not-for-profit organisation offering education professionals with an interest in SEAL the opportunity to join a network of like-minded individuals, schools and organisations.

The SEAL Community aims to promote, share and develop the excellent SEAL work that so many schools and settings have been engaged in over the past few years. Joining is quick and easy, and you can pay a yearly subscription by cheque or online. Currently it costs £30 for individuals and £50 for schools.

www.sealcommunity.org

Spirituality

The Association for Children’s Spirituality
The Association for Children’s Spirituality seeks to promote and support research and practice in relation to children’s spirituality within education and wider contexts of children’s care and wellbeing. A good source of information, including a poems & quotes page.

www.childrenspirituality.org

Sustainability and Environment

Action Renewables
This site is packed with information and activity sheets for all key stages, although there is more available for primary schools - a great resource.

www.actionrenewables.co.uk/services/education/educational-resources/

Captain Splosh
This is Anglian Water’s educational website and is a fantastic resource for primary schools. There is a very good downloadable education pack for Key Stage 2 teachers. There are also downloadable songs and videos to use in the classroom. The interactive student site is great for children to explore and learn more about water.

www.captainsplosh.co.uk
**Eco Schools**
Eco Schools is an international award programme that supports schools develop a framework to help embed sustainable principles and practice in school life. The website has lots of information for schools, including how to get involved, competition and case studies of inspiring practice.

[www.keepbritaintidy.org/ecoschools](http://www.keepbritaintidy.org/ecoschools)

**Sustainable Schools Alliance**
The Sustainable Schools Alliance aims to provide support to all schools in the UK to enable them to put sustainability at the heart of what they do. Its Working Group is composed of NCB, SEEd and Think Global. They link agendas around education for sustainable development, development education and health and wellbeing. The site has a wealth of information and useful links to explore.

[www.sustainable-schools-alliance.org.uk](http://www.sustainable-schools-alliance.org.uk)

**NCB/One Step One World Challenge**
The National Children’s Bureau has developed the One Step One World Challenge that aims to engage children and young people in learning about taking action in sustainable living. This document is an engaging Leader Pack for the Challenge, which provides information and practical ideas for staff.


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**The Arts**

**Creative Partnerships**
This is an organisation, which brings together artists of different genres and backgrounds to work in schools and inspire pupils through the arts.

[www.creative-partnerships.com](http://www.creative-partnerships.com)

**Sing up**
Sing Up’s mission is for every school in England to become a singing school, which puts singing at the heart of school life. Visit their website to find out about their award scheme for schools, teacher training and download free songs and resources.

[www.singup.org](http://www.singup.org)

**Random Acts of Kindness**
This website has some inspiring arts and crafts lesson plans to develop acts of kindness through creativity.

[www.randomactsofkindness.org](http://www.randomactsofkindness.org)
Directory of books that support Primary teaching and learning in PSHE and Wellbeing

We have listed the books under the following two main categories:

- Factual books – to support lesson planning
- Fiction – story books that can be used to support PSHE within the classroom.

Factual books to support lesson planning

PSHE Association Quality Assurance Mark

The following two publications have been the “Awarded the Quality Assurance Mark “ by the PSHE Association.

**Health for Life**

Health for Life has a series of teaching materials for primary and secondary schools. Lessons explore essential issues including self-esteem, gangs, relationships, emotional literacy, personal safety, medicines and drugs and sexual health.

[www.health-for-life.org.uk](http://www.health-for-life.org.uk)

**Understanding Personal, Social, Health and Economic Education in Primary Schools”**

Boddington, King and McWhirter. Sage

This book, written for those training to teach and early career primary teachers, provides clear guidance on how to tackle sensitive issues and informed ideas to help you to develop into a confident PSHE educator

[www.uk.sagepub.com/booksProdDesc.nav?prodId=Book240562](http://www.uk.sagepub.com/booksProdDesc.nav?prodId=Book240562)
Relationship and sex Education Key Stages 1 & 2

Good relationship and sex education should properly begin in the primary school as part of a planned, progressive programme of PSHE. Starting in Year 1 and covering topics such as: The beginning of life - animals, plants and me. In Year 2 name body parts, including sex organs - using correct vocabulary, and so on. The earlier one begins to deliver a programme of relationship and sex education, the easier it is. Children quickly overcome their giggles and embarrassment and are interested and enthusiastic to learn. There are teaching packs on the market (list of publishers below) which, provide relevant materials and some really useful books which could be used by children and teachers alike to support learning. So, why not have a box of books labelled "Relationship and sex" in your classroom. There is no doubt that curiosity will be raised, opportunities for learning will abound and a lot of unexpressed fears will be assuaged the following are included:

Have you started yet?
Thompson, Ruth. Macmillan

A really good book for older junior and secondary school girls who will appreciate the open nature of this book about menstruation aimed at young women aged 9 -17. Subjects covered include bras and breasts, sex organs, coping with PMS and a whole lot of 'What if...?’ questions. We agree with the author that boys should read it too. One could say that girls should also read the following.

Living with a Willy
Fisher, Nick. Macmillan

Deals with the trials, tribulations and pleasures of having a penis. The language Fisher uses will engage the most 'street-wise' young men. It deals with many issues including size, circumcision, erections, hygiene and sex. Curious males and females will benefit if these books are left lying around for them to peruse at their leisure.

Bear in mind that young people generally opt for magazines intended for an older age group. Take account of the youthfulness of the people portrayed in the photographic illustrations and add the following texts by Pete Sanders and Steve Myers (Published by Watts/Gloucester) to that box in junior school classrooms. Each of the following books will sit well within the framework of PSHE and also provide some of the support necessary to young people to enable you to achieve quality standards in Health Education. Subjects are sensitively and carefully explored using text, case studies and illustrated story lines and comic strip formats.

What do you know about relationships?
Sanders, Peter and Myers, Steve. Watts/Gloucester

Let’s Discuss Love, Hate and other Feelings
Sanders, Peter and Myers, Steve. Watts/Gloucester

Let’s Discuss Sex and Sexuality
Sanders, Peter and Myers, Steve. Watts/Gloucester

It’s Perfectly Normal: Changing Bodies, Growing Up, Sex & Sexual Health
Harris, Robie H, and (Illustrator) Emberley, Michael. 10 ed: Candlewick Press (MA), 2004 (0763624330, 978-0763624330). Visually, the book is in colour throughout, has enjoyable pictures and is not afraid of using nudity in pictures. The attitudes expressed are excellent, beginning with the bird and bee characters expressing different feelings about learning about sexuality; the attitudes towards (for example) homosexuality, non-nuclear families, race, and masturbation demonstrate an
acceptance of difference, a respect for others, and a positive attitude to it all.

**Useful factual resources for use in the classroom and by parents/carers, at home:**

**Mummy Never Told Me**  

What are tummy buttons for, and how do they get there? Why do grown-ups have hair in their ears but sometimes none on their heads? Why do some women prefer to fall in love with other women, and some men with other men? Babette Cole explores these questions and many more with her wonderfully sharp text and riotously funny illustrations.

**The Family Book**  

This book shows all sorts of families - big/small, animal/people, single/two parent, with just one page on same sex parents i.e. part of the wider picture. It shows differences but emphasises the things, which are the same about all families.

**Who's in a Family?**  

This book describes different types of families: single parents, lesbian and gay parents, grandparent carers, step families and multi-race families. These are interspersed with different types of animal families.

**It's My Body**

Freeman, Lory. Parenting Press. 1982 (Domestic Violence/Abuse)

This book enables children to learn appropriate responses to physical assault, in a manner that is sensitive and doesn’t provoke damaging guilty feelings. It contains phrases for the children to practice saying, should they ever feel uncomfortable about any kind of touch.

**Brook**  
Brook is the UK’s leading provider of sexual health services and advice for young people under 25. They produce a number of resources that can be found at: [www.brook.org.uk/index.php/resources/resource-categories](http://www.brook.org.uk/index.php/resources/resource-categories)

They are listed under the following categories:

- Boys and Young Men
- Condom Use
- Confidentiality and Good Practice
- Contraception and STIs
- For People with Disabilities
- Growing Up
- Outreach
- Pregnancy Choices
- Relationship and sex
- Talking to Doctors
- The Law and Public Policy
Family Planning Association (FPA) – (Talking sense about sex)
The FPA educates and informs thousands of people about sexual health each year and campaign to improve sexual health services.

They produce a large variety of resources, including teaching packs, leaflets and 3D products.

www.fpa.org.uk/shop/78/product-list

The Sex Education Forum (SEF)
SEF represent a group of organisations and individuals committed to improving relationship and sex education (RSE) for children and young people.

Their members include national organisations and RSE practitioners. They have representatives from health, education, faith, disability and children’s organisations.

www.sexeducationforum.org.uk/members/list-of-members.aspx

SEF publish their own resources including factsheets that are free to download and books and practical toolkits available to purchase from the NCB web-shop. All are listed via their website in A-Z order.

www.sexeducationforum.org.uk/resources/resources-a-z.aspx

Fiction
There are a number of “story” books, which could be used to support PSHE. They are sorted under the following headings:

- Bullying
- Cruelty
- Difference and Diversity
- Domestic Violence and Abuse
- Emotions and Feeling
- Friendship
- Mindfulness
- Sex Education: Relationships
- Worry, loss, grief and bereavement

Bullying

Big Bad Bun

There never was a rabbit as bad as Big Bad Bun. Or so you’d think if you read the letter which he left on his bed after school one day...but it turns out Big Bad Bun (whose real name is actually Fluff) might not be as bad as he makes out. His school report aside, that is!

Is it because?

A little boy is wondering why he is bullied by his classmate Peregrine Ffrogg. And the questions he asks leads him to a greater understanding of himself and the bully.
Laura’s Secret

When Laura and her little brother Tommy make a kite they can’t wait to watch it fly as high as the stars. Are Laura and Tommy brave and bold enough to ignore the horrible boys who laugh at their homemade kite?

Leave me Alone

Peter is excited about moving to a new house, although he has to leave his best friend behind. But at his new school he soon comes up against Jack, the class bully, who makes Peter’s life a misery.

Leave me Alone

A young boy struggles to stand up to his bully until his friends show him that eight loud voices are stronger than one!

Little big mouth: mix and match the monsters!

It's Blue Monster's first day at Monster Academy and Little Green Monster thinks it's really funny to call him rude names. Children will learn an important lesson as to why you shouldn't call names, as well as having fun mixing and matching the monster body parts.

Mine’s bigger than yours

Little Hairy Monster is sitting on a rock licking a lollipop, when along comes Scary Monster. "I'm bigger than you!" says Scary Monster. "Give me your lollipop!" But Little Hairy Monster won't, no matter how much he tries to bully her, and Scary Monster is in for a big surprise...

Smelly Bill: Love Stinks

Who's Afraid of the big bad bunny?

A funny story about a big, bad bunny, and how to stop bullies like him!

Why can’t I play?
Hawkins, Elizabeth and Bolton, Bill, Tamarind. 2010.

It’s the summer holidays, and a new girl arrives at the park. She's mean and bossy. She boasts about her house, with its lake full of boy-eating crocodiles, its dungeon towers and worse hazards. When the new girl’s mother hands out party invitations, the children are naturally not so keen. Their parents think the party is a lovely idea and they agree to take the children. The new girl’s house does not have any horrible hazards, and the party is great fun. When it comes to blowing out the candles, the new girl makes a wish... that she can play with the children.

Willy the Champ
Browne, Anthony, Walker 2008

Willy is different. He likes to read books and listen to music; he's no good at sports, although he tries; and wherever he goes he gets laughed at. But when he's threatened by the horrible Buster Nose he really comes into his own.
**Willy the Wimp**
Browne, Anthony, Walker 2008

Willy is kind and gentle, and bullied by the suburban gorilla gang who call him "Willy the Wimp". Desperate to do something about his situation, Willy answers a bodybuilding advert and grows big and strong, determined no one will ever call him "wimp" again.

**Cruelty**

**A Terrible Thing Happened**

Sherman Smith saw the most terrible thing happen. At first he tried to forget about it, but soon something inside him started to bother him. This gently told and tenderly illustrated story is for children who have witnessed any kind of violent or traumatic episode, including physical abuse, school or gang violence, accidents, homicide, suicide, and natural disasters such as floods or fire.

**Willow Pattern Story**

The story involves Koong Shee, a young Chinese woman who is imprisoned in a garden and who is promised to an old trader called Ta Jin. She falls in love with a young man called Chang, who is able to see her each day whilst dealing with her father's affairs. The two communicate with each other using the birds as messengers. Koong and Chang manage to flee before the wedding takes place and are happy for a while until they are found, brought back and imprisoned under the pagoda, depicted in the pattern. It is there that they eventually perish but are then transformed into the two doves.

**Difference and Diversity**

**ABC: A Family Alphabet Book**

It's family fun from A to Z in this alphabet book that shows kids and their parents laughing, playing and enjoying family life. All of the brilliant watercolors depict families headed by gays and lesbians.

**And Tango Makes Three**

EY/FS - year 3-This tale based on a true story about a charming penguin family living in New York City's Central Park Zoo will capture the hearts of penguin lovers everywhere. Roy and Silo, two male penguins, are "a little bit different." They cuddle and share a nest like the other penguin couples, and when all the others start hatching eggs, they want to be parents, too.

**Anna Ray and the O-Ring**

For ages 4-8. When Asha's lesbian mums become an issue for the teacher and the curiosity of classmates, Asha responds that having two mums is not a big deal. They are a family.

**Asha's Mums**

For ages 4-8. When Asha's lesbian mums become an issue for the teacher and the curiosity of classmates, Asha responds that having two mums is not a big deal. They are a family.
Bill’s New Frock  
Fine, Anne. Egmont, 2007

Bill Simpson wakes up to find he’s a girl, and worse, his mother makes him wear a frilly pink dress to school. How on earth is he going to survive a whole day like this? Everything just seems to be different for girls . . .

Daddy’s Roommate  

Feather Boy  

Nicky Singer’s Feather Boy is more than just a story about bullying. It’s about finding your voice, shouting from the rooftops about something you believe in, refusing to back down, helping a friend and never giving up. It’s enormously uplifting, accomplished and satisfying. (Age 10 and over).

Felicia’s Favorite Story  

EY/FS - Year 1. In a story set in a loving family with two women as parents, a little girl asks for her favourite bedtime story - the tale of how she became part of the family.

Giraffes Can’t Dance  

A lovely story, wittily illustrated by Guy Parker-Rees and told in rhyme by the award-winning author Giles Andreae, it has a stealth and humour that makes it perfect for reading aloud. (Ages 3 to 5 years).

Gloria Goes to Gay Pride  

Gloria begins her narrative with a description of some of the events that occur during such celebrations as Valentine’s Day, Halloween, Chanukah and Mother’s Day. She then recounts the events, colours, people and families who make up Gay Pride Day (ages 3 – 7).

Heather Has Two Mommies  

When Heather goes to playgroup, at first she feels bad because she has two mothers and no father, but then she learns that there are lots of different kinds of families and the most important thing is that all the people love each other.

Hello Sailor  

Matt lives in a lighthouse. He watches the sea every day for ships and for his friend, Sailor. Rose and Felix say Sailor is never coming back, but Matt won’t give up hope. Surely Sailor will come back for Matt’s
The birthday? This gentle story of hope and friendship complemented by Ingrid Godon's subtle illustrations will charm every parent and child.

**How It Feels to Have a Gay or Lesbian Parent: A Book by Kids for Kids of All Ages**

This book gives voice to the thoughts, feelings and experiences of children, adolescents and young adults who have a gay or lesbian parent. The one-on-one interviews illustrate the effects of homophobia on family life. These are stories of acceptance and understanding.

**Inventing Elliot**

Inventing Elliot is a chilling but fully believable story about a boy who is violently bullied at his school, recommended it to all those in the 13 to infinity age bracket.

**Jump**

Every Saturday Steven watches his sister at her ballet class - jumping and dancing - and he longs to join in. But his mother says that real boys don't dance; they play games like basketball. However, there's one skill that you need for both ballet and basketball - and, fortunately for Steven, it's the thing that he loves doing best!

**King and King**

When a grumpy queen tells her son that it's time for him to marry, he sighs, "Very well, Mother" Princess Madeleine and her brother, Prince Lee appear in the doorway. The hero is smitten at once. "What a wonderful prince!" he and Prince Lee both exclaim. First-time co-authors and artists de Hann and Nijland matter-of-factly conclude with the royal wedding of "King and King," the pageboy's blushing romance with the leftover princess and the assurance that "everyone lives happily ever after." Ages 6-up.

**King and King and Family**

Join newlyweds King Lee and King Bertie on their journey into the noisy jungle. As they float down a river, wild animal families turn out to greet them but the royal travellers suspect something more significant awaits them in the trees. The illustrious pair soon discover that there is no adventure more wonderful than starting a family.

**Long Live Princess Smartypants**

This is a modern fairy tale for the twenty-first century and a second adventure for the irrepressible and highly popular Princess Smartypants. Princess Smartypants has decided she'd like to have a baby but doesn't want the husband to go with it.
Man’s work (all in a day)
A word free picture book for early years. (One of a whole series)

Molly’s Family
EY/FS to Yr 2. When Molly draws a picture of her family for her class, Tommy jeers at her that no one has two mommies. At first she is angry and hurt, but with the support of her teacher and her loving parents she comes to accept her family. Wooding’s warm, soft-textured colored-pencil pictures show Molly in her lively classroom and in her happy, nurturing home.

Mommy, Mama and ME
Rhythmic text and illustrations with universal appeal show a toddler spending the day with its daddies. Share the loving bond between same-sex parents and their children.

My Boy: A Two Mom Story
An illustrated book about twins with two mothers.

My Brother Bernadette
Sara tries to take care of her younger brother when he is teased and called Bernadette at summer camp, but he finds an activity that he enjoys and that gives him the chance to shed his new nickname for good.

Oliver Button Is a Sissy
Oliver B. doesn’t like basketball, or volleyball, or any kind of ball. So he ends up going to tap dance classes. Well, after a lot of teasing there is a talent show in which he loses!

One Dad, Two Dads, Brown Dad, Blue Dad
Two children - one with blue dads and one from a more traditional family - compare notes in this light hearted, easy-to-read book about parents who are different. In the end, of course, they discover that blue dads aren’t really that different from other dads. Except for one thing.

Pass It, Polly
Belmont Primary is to field a football team - and Polly and Nisha are completely humiliated as the only girls in the practice match. Trying to do something to improve their skills isn’t easy, until they discover that Nisha’s grandfather used to play football. On with the coaching! Appropriate football vocabulary is used; Polly and Nisha get stuck in and the boys have to learn respect.
**Prince Cinders**  

Prince Cinders leads a hard life, he spends all his time cleaning up after his three brothers who bully him. One night, Prince Cinders' luck changes as a small, dirty fairy falls down the chimney and promises that his wishes shall come true. However, not all the fairy's spells turn out as planned.

**Priscilla and the Pink Planet**  

Priscilla lives on a planet where everything is pink, dreams of seeing the world in other colours and ends up teaching the Great Queen of Pink that diversity leads to true beauty. Told in lyrical verse, here is a clever read-aloud book.

**Pugdog**  

This is the fawn-brown, muscular Pugdog, who drools incessantly and loves romping in the dirt. Pugdog looks tough and always wants to play. One day at the vet's, Pugdog didn't whimper once as the vet removed a long splinter. 'He's such a good boy!' said owner Mike proudly. 'He?' asked the vet. 'She! Pugdog's a she! See?' " Mike's attitude toward his pet quickly changes. Pugdog finds her black spiked collar replaced by ribbons and a leash when what she really wants is to be a "big, slobbering mess" at the park. Ages 3-6.

**Something Else**  

This story gently helps children understand how people can be different and shows them a way to accept others who are different to them.

**Spacegirl Pukes**  

Young space girl is especially lucky to have two mothers and a very curious cat nearby when rocket troubles and nausea begin.

**The Boy Who Cried Fabulous**  

To Roger, the world is a wonder, full of details that one just simply can't rush by. But his parents have an entirely different view, and they expect Roger to see things the way they do.

**The Daddy Machine**  

In a fantasy reminiscent of Dr. Seuss, two kids with lesbian mothers fantasize about what it would be like to have a father. When their mothers go away for the day, the kids make themselves a daddy machine, and soon they get their wish: they turn on the machine, and a dad pops out. Then comes another, and another, and another.
The Different Dragon
A story for the entire primary sector about different dragons and different families.

The Duke Who Outlawed Jelly Beans and Other Stories
A collection of five fairy tales about children with gay parents.

The Lion Who Wanted to Love
All Leo wants is to love and hug his fellow lions, but his mother tells him that if he can't learn to hunt he has no place in the pride. So Leo is all alone until out in the wide world he meets lots of animals who appreciate his love, hug and help. Soon he has a whole pride of his own, made up of all his friends.

The Night Pirates
Harris, Peter & Allwright, Deborah. Egmont 2007
One night, young Tom is awoken by noises outside his house. He peeps out of the window and what should he see but PIRATES. And stranger still – they’re GIRL PIRATES stealing the front of his house!

The Princesses Have a Ball
Years 1-4. Bateman’s verse uses wordplay and offers a fresh look at the story. Cravath’s cartoon pictures add amusing anachronistic features such as an airplane advertising a big reward while men in tights and women in ball gowns frolic below. A fun look at classic tales and their retreads.

The Princess Knight
Funke, Cornelia & Meyer, Kerstin. Chicken House. 2004
Violet is a young princess who wishes she could show the world that she is just as brave and strong as her brothers. But her strict father insists that she get married, and her brothers only mock her when she wants to be included in their fun. So Violet decides to use her intelligence and bravery to show everyone--once and for all--what she's made of.

The Sissy Duckling
A heart-warming tale about learning to embrace the special qualities we possess. Instead of building forts and playing sports like other boy ducklings, Elmer wants to bake cakes and put on the halftime show. He is great a big sissy. But when his father is wounded by a hunter, Elmer proves that the biggest sissy can also be the greatest hero.

The Strongest Girl in the World
What happens when a small girl finds she can lift something as big as a bus?
Too Far Away to Touch
Zoe’s favorite uncle Leonard takes her to a planetarium and explains that if he dies he will be like the stars, too far away to touch.

Totally Joe
Year 6-8. Joe’s teacher asks his class to write an alpha-biography throughout the year, presenting themselves and their lives in entries from A to Z. Joe’s essays begin and end with friends, from Addie, a long-time pal and confidant, to Zachary, a new student who, like Joe, has a unique approach to life. Over the year Joe comes to grips with his sexuality, questioning gender expectations and traditional roles as he realizes he is gay.

Two Left Feet
Stower A.
Two Left Feet tells the story of Rufus, a monster who loves to dance despite his two left feet. Written and illustrated by Adam Stower, the book is aimed at children four and up.

Two Weeks with the Queen
When his brother Luke is diagnosed with cancer, Colin is sent to London to stay with his aunt. Determined to find the Best Doctor In The World he visits The Best Cancer Hospital In London. There he meets Ted whose lover, Griff, has AIDS. The ever resourceful Colin helps his new friends when circumstances threaten to separate them and, in supporting Ted through his grief, is able to come to terms with his own.

Up on Cloud Nine
This is the story of a deep friendship between two boys, Stolly and Ian. The pair are introduced to the reader at the point where the accident-prone Stolly is lying unconscious in a hospital bed having survived a rather spectacular plummet to the ground from a very high window. Age 9 and over.

While You Were Sleeping
While You Were Sleeping, is a story that describes the day that two women learn that a birthmother has chosen them to adopt a newborn baby boy.

William’s Doll
An oddly tender tale about a boy and his desire to own a doll of his own.
Domestic Violence and Abuse

**Clover’s Secret: Helping Kids Cope with Domestic Abuse**

This story is set in an imaginary land where people can fly. Two young girls form a friendship that helps one of them deal with the problems she faces at home.

**Dizzy**

Dizzy's mum left when she was small. But every year, on her birthday, something arrives in the post - a present or a card with her mum’s loopy writing on it. Dizzy has kept everything. This year is different. Nothing comes in the post, but something amazing is about to arrive on Dizzy's doorstep. Something that will whisk her away and put Dizzy's world in a spin. Will her secret birthday wish come true?

**Farmer Duck**

A gluttonous, lazy farmer spends all day in bed, leaving all his work to his poor duck. One day the duck collapses and is comforted by the chickens who hatch a plan.

**Hansel and Gretel**

Hansel and Gretel is perhaps the darkest and greatest of the fairytales from the Brothers Grimm. This extraordinary book brings the classic childhood tale to a new generation courtesy of one of the world’s greatest picture book artists, Hans Christian Andersen Award-winner Anthony Browne.

**The Illustrated Mum**
Wilson, Jacqueline. Yearling 2007

Star and Dolphin are two young sisters who act as carers for their alcoholic and manic depressive mum.

**Sundae Girl**

Jude's family are crazy, quirky, bizarre . . . her mum brings her nothing but trouble and her dad thinks he's Elvis! Nothing seems to go Jude's way, until she realizes the floppy-haired boy from school could be her knight on shining Rollerblades. Will shy girl Jude ever share her secrets?

**The Princess and the Secret**
Dhami, Narinder.
A short story which introduces themes of alcoholism and emotional abuse in the family and is told from the perspective of a young girl who feels responsible for her alcoholic mother’s welfare. Suitable for children aged 9-11.
Emotions and Feelings

Angry Arthur
Oram Hiawyn & Kitamura Satoshi, Anderson 2008

Once there was a boy called Arthur, who wanted to stay up and watch TV, but his mother wouldn't let him. "I'll get angry," said Arthur, and he did. Very, very angry...

Everybody feels .... Happy
Everybody feels... Angry
Everybody feels ... Sad
Everybody feels ... Scared
This series of books talks to children about feelings .

The Bad-tempered Ladybird
Carle Eric, Puffin 2010
The bad-tempered ladybird picks fights with every animal he meets, but soon learns the importance of friends and turns into a far nicer, happier bug.

The Good Mood Hunt
Hannah wakes up so happy that everyone around her catches her good mood... until she remembers something that makes her good mood crumble away. So she sets out on a good mood hunt - and as she searches under stairs, inside pockets and in the garden shed, she finds all the ingredients for a perfectly wonderful day!

When Sophie Gets Angry-Really, Really Angry
Bang, M G. Scholastic Press, 2008.
A young girl is upset and doesn't know how to manage her anger but takes the time to cool off and regain her composure.

Friendship

A home for Mr Tipps
It's a hard life for Mr Tipps, a frightened stray cat who lives under an old dustbin - until he meets a lonely boy and a wonderful friendship is formed. But one day, the boy doesn't come to play and Mr Tipps finds himself lost and in danger. Will the two friends ever see each other again?

A secret worth sharing
One hot summer's day, when Mole is out exploring, he discovers a newcomer to the forest – a newcomer called Mouse! The two quickly become friends, but Mole isn't keen to introduce Mouse to the other forest animals. Meanwhile, Rabbit, Squirrel and Hedgehog are wondering why they haven't seen Mole for so long. When they finally discover his secret, they're so pleased to meet Mouse that Mole realizes it's much nicer for everyone to be friends.
Dandylion

When the 'delightfully different, bright yellow and rather scruffy' Dandylion joins Miss Gardener's neat and tidy class, chaos and fun follow. But after one messy incident too many he's told to go home - he just doesn't fit in. It doesn't take long, however, for everyone to realise that too much neatness and order isn't always a good thing and everyone's desperate for Dandylion to return!

Fox Tale

A young fox cub is just emerging from the safety of the den. His father takes him and the other cubs to the railway station to meet a kind man, who feeds them. But one day a group of rowdy boys jostle the man, and he has to be taken to hospital. The cub is very wary of the boys, but he is also very hungry, so when one of the boys comes back bringing food, the cub risks eating it. It is the start of an unusual friendship!

Gilbert the Great

'From the time Gilbert the Great White Shark was a tiny pup, Raymond the Remora stuck to him like glue...' Then one day, Gilbert wakes up to discover that Raymond has gone. Mrs Munch does everything she can to help her little shark come to terms with his loss and - slowly but surely - Gilbert learns to smile a wobbly smile through his sadness. He knows that Raymond will always be in his heart and, when mum takes Gilbert to the wreck, a chance meeting helps him find happiness once more.

Grub in Love

Grub is a mucky pup. What happens when Tilly moves in next door?

I don't want to be a pea!

Hugo is in no doubt as to what he and Bella should go as to the Hippo-Bird Fancy Dress Party. They will go as the princess and the pea and he will be the princess. She has a better suggestion - they will go as a mermaid on a rock and she will be the mermaid. They just can't decide on a costume and things reach a crisis when they both flounce off saying they don't want to go to the party at all. After time to consider, both Hugo and Bella calm down and (privately) both choose to dress as a pea as a gesture of making it all up to each other. So when they both arrive at the party as peas, Hugo and Bella announce proudly that they are 'two peas in a pod, just as it should be' underlining the message of the book that friendship is all about give and take.

Itchy Itch Itch
Bergman, Mara & Bolam, Emily. LZS, 2012.

'Itchy Itch Itch' is an amusing story about a Buffalo with an itch that no-one can scratch - that is, until little Bird comes along. She doesn't seem like she can do the job, when Elephant couldn't with her long trunk and Monkey couldn't with his long arms. Surprisingly though not only does little Bird do the job perfectly she now has Buffalo as a friend for life.
Poor Isabel! It's hard to play with Claudia because Claudia simply will not share any of her toys: not the rocking horse, not the carrot-topped doll, not the shiny new tricycle. All Claudia can do is shriek "Mine!". This witty, droll tale provides the perfect opportunity for parents and young children to discuss friendship and sharing.

**My Big Brother Boris**  

Little Croc and his big brother, Boris, used to be best friends. But lately Boris has turned into a grumpy teenage croc - all he does is eat, sleep and listen to loud music. Worst of all, he doesn't spend time with Little Croc anymore... What's a little brother to do?

**Poddy and Flora**  

... like jelly and ice cream, like buckets and spades, and like Flora and her dog Poddy. But when Flora goes to visit Gran, Poddy has to stay at home and nothing is much fun. And then Poddy realises it's not just Flora he's missing, but his tail seems to have disappeared too! When will Flora come home, and where on earth is Poddy's tail?

**Toot & Puddle: Top of the world**  

Toot and Puddle are the best of friends. But when Toot leaves Woodcock Pocket to travel and see the world, Puddle chooses to stay at home. Just when Puddle begins to miss his old friend, he embarks on some of his own adventures-right at home. Finally, after Toot returns from his year-long trip, the two discover that true friendship knows no boundaries.

**What Lola Wants Lola Gets**  

This unique picture book for children uses original torn-paper illustrations to tell the fun-filled story of the glamorous Lola the Leopard, who is incredibly vain, and her friend Monty the Meerkat, whose clumsy antics don't add up to the perfection Lola is looking for.

**You Can Be My Friend (Charlie & Lola)**  

Lola is excited because she is going to spend the afternoon with Morten, the little brother of Charlie’s best friend. Lola has planned out the entire afternoon with fun and games, but her hopes are dashed when she discovers that Morten is so shy he won’t even speak! Lola tries everything she can think of to get Morten to break out of his shell, but nothing does the trick. How will Lola and Morten have fun?
Mindfulness

A Pebble for my Pocket

Introduces the basic principles of mindfulness, and includes practices that children can do by themselves or with others.

Each Breath a Smile

Each Breath a Smile introduces preschool-aged children to mindful breathing. Through beautiful color illustrations, children learn to connect with their breathing to help them experience calmness and enjoy a deeper relationship with their friends and family. Illustrations of trees, frogs, crickets, and birds remind them of the many simple joys available in the world around them.

Mindful Monkey Happy Panda
MacLean, Kerry Lee. Wisdom. 2011

Mindful Monkey, Happy Panda This wonderful picture book for children and parents alike introduces the powerful practice of mindfulness in a fun and exciting way. With the delightful characters Mindful Monkey and his mindful friend Happy Panda guiding readers to a calm and focused mind

Moody Cow Meditates
MacLean, Kerry Lee. Wisdom. 2009

Peter the cow is having a BAD day. After missing the bus and wiping out on his bike he loses his temper and gets in trouble. And to make matters worse all the other kids are teasing him, calling him Moody Cow. Peter’s day just seems to get worse until his grandfather comes over and teaches him how to settle his mind and let go of his frustration through a simple and fun exercise. This vibrant and funny children's book is a playful and hilarious way to introduce children to the power of meditation.

No Ordinary Apple
Marlowe, Sarah. Wisdom. 2013

On an otherwise ordinary day, Elliot discovers something extraordinary: the power of mindfulness. When he asks his neighbor Carmen for a snack, he s at first disappointed when she hands him an apple he wanted candy! But when encouraged to carefully and attentively look, feel, smell, taste, and even listen to the apple, Elliot discovers that this apple is not ordinary at all.

Peacefully Piggy Meditation

Peacefully Piggy Meditation How do young piggies find a peaceful place in a frustrating world? They meditate. They find a quiet spot, a special place with a few simple things, and just breathe.

Planting Seeds: Practicing Mindfulness with Children

Each chapter of Planting Seeds begins with an overview of a topic, including mindful breathing, meditation, compassion, nature, suffering, healing, age, and death. After the overview, each chapter includes stories, sample activities, and guided meditations that adults can use to explore these themes with children.

Produced by Health Education Partnership Ltd
Sex Education: Relationships

Two Weeks with the Queen

When his brother Luke is diagnosed with cancer, Colin is sent to London to stay with his aunt. Determined to find the Best Doctor In The World he visits The Best Cancer Hospital In London. There he meets Ted whose lover, Griff, has AIDS. The ever resourceful Colin helps his new friends when circumstances threaten to separate them and, in supporting Ted through his grief, is able to come to terms with his own.

Worry, Loss, Grief and Bereavement – books for children under the age of 5

Can’t You Sleep, Little Bear?

Little Bear is afraid of the dark, and just cannot go to sleep. Big Bear tries everything, and soon their cave shines with the light of three lanterns. But what about the dark outside?

Dear Grandma Bunny

Suitable for very young children this book tells the story of what happened and how Miffy felt and coped when Grandma died.

Goodbye Mousie

This beautifully illustrated picture book tells the story of a little boy who’s told that his pet mouse has died. At first he doesn’t believe it, thinking it is just asleep, but by asking lots of questions and with the help of his family he begins to accept Mousie’s death. This is a great story and would be very helpful to introduce death to young children and a starting point to discuss what happens after someone dies and the different feelings one may have.

Heaven

Dill, the dog, knows his time is up, so he packs his case and tells Lily, his owner, that he’s off "up there". "Can I come too?" asks Lily. "Er...not yet," replies Dill. While he is waiting for the angels to collect him, Dill
explained to Lily what he thinks heaven is like: hundreds of lampposts to
pee against, lots of whiffy things to smell and bones everywhere - with
meat on them! But, Lily completely disagrees; she thinks heaven is
quite different. Luckily, they agree to disagree just in time for a fond,
and very poignant, last goodbye.

**I Miss You: A First Look at Death**
Thomas, Pat & illustrated by Harker, Lesley. Barron’s Educational Series,

This bright and colourful picture book very simply talks about life and
death. It briefly covers a range of issues such as why people die, how
you may feel when someone dies and what happens afterwards. It
includes questions for the reader to answer about their own
experiences and a section at the back for adults on how to best use the
book.

**Oh The Thinks You Can Think!**

The possibilities are endless in Dr. Seuss’s classic Beginner Book! Young
readers will delight in Oh, the Thinks You Can Think! which celebrates
the imagination and encourages young readers to think . . . about
thinking! “Think left and think right and think low and think high. Oh,
the Thinks you can think up if only you try.”

**Owl Babies**
Waddel, M. Walker books, 1994

Three baby owls, Sarah, Percy and Bill, wake up one night in their hole
in a tree to find that their mother has gone. So they sit on a branch and
wait. Darkness gathers and the owls grow anxious, wondering when
their mother will return. But, at last, she does, and they bounce up and
down with joy, welcoming her home.

**Tell Me Something Happy Before I Go To Sleep**
Dunbar, J & Gliori, D. Harcourt Books

Little bunny Willa is scared to go to sleep, just in case she has a bad
dream. She asks her older brother Willoughby for help. Wise
Willoughby knows that she just needs to think of all happy things that
will be waiting for her in the morning...

**The Bear Under the Stairs**
Cooper, Helen. Corgi Picture Books

William is scared of the place under the stairs. He is absolutely sure
there's a great big and probably hungry grizzly bear lurking there. He is
utterly convinced that the bear will gobble him up if he doesn't feed it,
so every day he carefully opens the door, throws in some food and
slams it shut quickly - wham, bang, thump!

Find out what happens when a nastly smell pervades the house and
Mum and William decide to investigate . . .

**The Frog Who Longed For The Moon To Smile**
Sunderland, M. Speachmark publications, 2001

A story for children who yearn for someone they love. Frog is very
much in love with the moon because she once smiled at him. So now he
spends all his time dreaming about her. He waits and waits for her to
smile at him again. One day a wise and friendly crow helps frog to see
how he is wasting his life away. All the time he has been facing the
place of very little, he's had his back to the place of plenty.
The Park in the Dark  
Waddel, M & Firth, B. Walker Books, 2002  
When the sun goes down and the moon comes up, the toy monkey and his friends, Loopy the elephant and Little Gee the dog, creep softly out of the bedroom, down the stairs and through the dark hall on their way to the deserted park. The park’s an exciting place to be after dark, though a little bit scary - especially when the Thing (a night train) hurtles out of the darkness, seeming to chase them.

The Red Woollen Blanket  
Even before Julia was born she was given a red woollen blanket that she used "right from the start." PW said, "Graham's colourful paintings show a humorous, tender regard for a preschooler's inexplicable attachment to a particular object." Ages 2 to 4.

Tiger, Tiger, is it true?  
Bryon, K. Hay House, 2009

When Uncle Bob Died (Talking it Through)  
A young boy talks about death and about Uncle Bob who died from an illness. It clearly explains some basic facts such as what ‘dead’ means and what a funeral is. It also talks about feelings and memories. This small picture book would be a good starting point for very young children with lots of opportunity for further discussion.

Worry, Loss, Grief and Bereavement – books for ages 5 to 8 years

A Birthday Present for Daniel, A Child’s Story of Loss  
Told by a young girl whose brother, Daniel, has died, she talks about how things have changed in the family. She also talks about the things she does when she is sad and how these differ from other members of her family.

Always and Forever  
Otter, Mole and Hare miss Fox when he falls ill and dies. They stay at home and don’t want to talk about him because it makes them sadder. Then Squirrel visits and reminds them of all the fun times they had together. They all find a way to remember Fox and get on with their lives.

Badger’s Parting Gifts  
Badger is old and knows he is going to die soon. When he does, the other animals think they will be sad forever, but they begin to talk about the memories they have of the things Badger taught them and learn to cope with his death.
**Drop Dead**  

A humorous book with comic-like pictures, two ‘bald old wrinklies’ tell their grandchildren about their life growing up and how one day they will just drop down dead. It is a light-hearted book about life that emphasises the normality and inevitability of dying. It is very direct and some readers may not like its style.

**Flamingo Dream**  

In this bright and colourful book, a young boy tells the story of his Dad who is seriously ill and dies soon after a trip to Florida to see the place where he grew up. The collage style illustrations capture the things the boy collects to remind him of his Dad. A sensitive but honest book that emphasises the importance of memories.

**Fred**  

A light-hearted book with detailed illustrations about Fred, Nick and Sophie’s lazy cat that dies. After burying him in the garden, they wake up at night to find all the cats in the area have come to say goodbye to Fred, the famous singer! This funny and touching story would be useful to introduce death to children.

**Grandpa – The Book of the Film**  

This beautifully detailed picture book has very few words but tells the story of a little girl’s relationship with her Grandpa. It takes the reader through many happy times they spent together playing games, telling stories and on outings. On the last page, Grandpa’s chair is empty, signifying that he has died.

**Heaven**  
Allan, Nicholas (ISBN: 978-0099488149)

Dill, the dog, knows his time is up, so he packs his case and tells Lily, his owner, that he's off "up there". "Can I come too?" asks Lily. "Er...not yet," replies Dill. While he is waiting for the angels to collect him, Dill explains to Lily what he thinks heaven is like: hundreds of lampposts to pee against, lots of whiffy things to smell and bones everywhere - with meat on them! But, Lily completely disagrees; she thinks heaven is quite different. Luckily, they agree to disagree just in time for a fond, and very poignant, last goodbye.

**The Huge Bag of Worries**  

Jenny begins to worry about lots of different things and these worries build up and get out of control. She just can’t get rid of them, until she meets the old lady next door who helps her feel better. A lovely story with fun illustrations encourages children to talk about their worries.

**Saying Goodbye: A Special Farewell to Mama Nkwelle**  

This book has large bright colourful photos and follows a little boy, Ikenna describing what happens at the ceremony after his great-
grandmother’s funeral. It gives ideas of different ways to remember someone and an insight into Nigerian culture.

**Saying Goodbye to Daddy**

Clare’s Dad died in a car accident and this book looks at changes in the family, difficult feelings, funerals and memories through the eyes of Clare. It would also be a good book to help parents understand the child’s perspective. It gives good examples of how adults can answer children’s questions, emphasising the need to be clear and honest.

**The Lonely Tree**
Halliday, Nicholas. Halliday books.

Universally praised and beautifully written and illustrated, ‘The Lonely Tree’ follows the first year in the life of a lone evergreen growing in the heart of the ancient oak woodland of the New Forest. The evergreen is befriended by the oldest oak who has lived for hundreds of years. When winter arrives all the oak trees must go to sleep, but of course evergreens never sleep. Finally, after a long, cold and lonely winter, spring brings both sadness and joy to the little tree.

**There’s NO Such Thing as a Dragon**

There’s No Such Thing as a Dragon (1975) by Jack Kent, part of the Family Storytime series, relates the charming tale of Billy Bixbee, who awakens to find a dragon "about the size of a kitten" sitting on his bed. The dragon grows by leaps and bounds, until Billy dares to pet the attention-seeking creature and it shrinks back down into an adoring little lap dragon.

**The Sunshine Cat**

Sunny the cat is loved by all his human family, but one day there is a knock at the door - Sunny has been killed in an accident. A sensitive story that aims to help children come to terms with death.

**The Tenth Good Thing About Barney**

A young boy’s cat dies and his parents suggest that he could think of ten good things about Barney to tell at the funeral. But he can only think of nine, until he talks to his Father about what happens to someone after they have died, and he discovers the tenth. A carefully written book with black and white pictures, that sensitively deals with death and lets the reader make his or her own decisions about what happens after the funeral.

**When Dinosaurs Die: A Guide to Understanding Death**

This factual picture book uses cartoon dinosaurs to illustrate the text and comment on what is said. It is a bright and colourful book that explains death in a simple and unthreatening way. It covers many issues including ‘why does someone die?’, ‘feelings about death’ and ‘saying goodbye’.
Worry, Loss, Grief and Bereavement – books for ages 9 to 12 years

Beginnings and Endings with Lifetimes in Between, A beautiful way to explain life and death to children-

This thought provoking book has large pictures complemented with small sections of text. It clearly explains about life and death focussing on plants, animals and insects before moving on to people. It emphasises that death is part of the life cycle and is natural and normal whenever it occurs.

Death: What’s Happening?

This factual book has clear text and large photos. It uses stories of young people to discuss issues surrounding death such as feeling frightened, the funeral and the future. It includes advice on how to feel better and cope with difficult situations after someone has died.

Explaining death to children

This pocket size booklet with small black and white pictures is based on a fable, associating death with a water bug’s transformation into a dragonfly. It portrays the mystery around death but may need an adult to explain the analogy and help a child relate it to their own experience. It uses Christian beliefs with a focus on life after death and also contains advice for parents.

Losing Uncle Tim

This picture book for slightly older children explains how a young boy finds out his Uncle Tim has AIDS and is going to die. It is a serious and sensitive book covering many of the issues, changes and difficult feelings that can occur when someone has a serious illness.

Michael Rosen’s SAD BOOK

We all have sad stuff, but what makes Michael Rosen most sad is thinking about his son who died. This book is a simple but emotive story. He talks about what sad is and how it affects him and what he does to cope with it. In true Michael Rosen style, this book manages to make you smile as well.

Milly’s Bug Nut

A short, simple story with black and white pictures, of a young girl who’s Dad has died. It talks about the ups and downs of family life and how things slowly get easier as time goes. Milly misses her Dad and things are just not the same anymore. She knows when people die, they can’t come back but she still keeps a wish to see her Dad one more time.

The Best Day of the Week

This storybook tells of two young children who spend Saturdays with their Grandparents when Mum is at work. It has three chapters, with
stories of three different Saturdays. The first is a happy day; the second is at the hospital and sad as Granny dies, the third at the theatre. It is a lovely story that gives an important message that it is still okay to have fun after someone dies.

**The Cat Mummy**

Verity’s Mum died the day she was born but she rarely talks about her. Verity doesn’t want to upset her Dad or Grandparents. This humorous but sensitive story mainly focuses on Verity’s missing cat Mabel but reveals some of the misunderstandings and anxieties children can have about death. It also shows it can be good to be open, honest and to talk about difficult issues.

**The Ghost of Uncle Arvie**

This fun and humorous book is about Danny, an ordinary nine-year-old boy. However, once or twice a year a ghost visits him. This time it is the ghost of his Uncle Arvie who follows him, persuading him to make his three wishes come true. This book has some important messages and talks about death in an open way, but is primarily fun and imaginative.

**The Mountains of Tibet**

Based on Tibetan teachings, this book tells of a small boy who grows up to be a woodcutter. When he dies, he discovers there is a chance to live again but first he must make a number of choices. A simple tale with deep meaning but the theme of reincarnation could be confusing.

**Two Weeks with the Queen**

When his brother Luke is diagnosed with cancer, Colin is sent to London to stay with his aunt. Determined to find the Best Doctor In The World he visits The Best Cancer Hospital In London. There he meets Ted whose lover, Griff, has AIDS. The ever resourceful Colin helps his new friends when circumstances threaten to separate them and, in supporting Ted through his grief, is able to come to terms with his own.

**What on Earth Do You Do When Someone Dies?**

This book for older children is a factual guide, answering questions such as ‘why do people have to die?’, ‘is it okay to cry?’ and ‘what is a funeral/memorial service?’ It is written in a straightforward way, with practical tips, advice and information about different faiths and beliefs.

**Ways to Live Forever**

If I grow up," 11-year-old Sam informs readers, "I'm going to be a scientist." He says "if" because he has acute lymphoblastic leukaemia and knows he probably won't. With the encouragement of his tutor, he starts to write a bit about himself, then more, until he is using his writing to sort out his death. Interpersed with Sam's lists, questions and odd bits of mortality facts on notebook paper, his narrative proceeds in short, candid chapters that reveal a boy who, though he's not ready to die, nevertheless can confront the reality with heartbreaking clarity.
Appendix 1: Teaching and learning in PSHE

PSHE Teaching Guidelines for Key Stages One & Two

The following are non-statutory guidelines

In the DfE “PSHE Guidance” published in September 2013 it was stated:

“Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

We provide grant funding to the PSHE Association to work with schools to advise them in developing their own PSHE curriculums and improve the quality of teaching.”

Statutory guidance - National curriculum in England:

2.1 Every state-funded school must offer a curriculum which is balanced and broadly based\(^{10}\) and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life

2.5 All schools should make provision for personal, social, and health education (PSHE), drawing on good practice.

3.2 The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum.

4.2 Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.

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\(^{10}\) See Section 78 of the 2002 Education Act which applies to all maintained schools. Academies are also required to offer a broad and balanced curriculum in accordance with Section 1 of the 2010 Academies Act.
Establishing Ground Rules / Group Agreement

In order to involve and empower pupils in making health-related decisions about their behavior and lifestyles, it is important first to discuss, negotiate and establish ground rules. It is no use imposing them. If the rules are to be owned, they need to be devised and developed by those to whom they will apply.

A list of Ground Rules/Group Agreement could include the following:

- Listen to what other people say.
- Be kind to each other and give support.
- Everyone’s contribution is valuable
- If people don’t want to say anything they don’t have to.
- Everyone in the group has a right to privacy

Discourtesy and disruption may be more effectively outlawed if pupils participate in banishing them. Embarrassment, belittling and other discomforts will be reduced as a consequence. Pupils who feel secure and not threatened will be more ready to speak openly, to express minority views and to explore and challenge ideas constructively.

Beware relying too heavily on a blanket confidentiality clause. A teacher’s sensitivity and judgement may be needed to ensure family privacy is protected from potentially damaging pupil disclosure.

Starting where the pupils are

This means determining the stage of development and understanding pupils have reached, together with their experience and perceptions and using this information to decide upon teaching contents. It can be a more reliable guide than general published guidance, which is produced without reference to your pupils or your school. First, create a classroom climate that encourages honest discussion (see ‘establishing Ground Rules/Group Agreement’).

Then find out:

- What facts pupils do and do not know and understand.
- Where knowledge they have is incomplete.
- What they feel.
- What they are able to say and not able to say.
- The language they use.
- What they are able to do and not able to do.
- Responsibilities they can and cannot manage.
- What their anxieties and questions are.

Using appropriate teaching methods

Teaching strategies are required which address and provide for all three main constituents of PSHE. These are ‘Knowledge and Understanding’, ‘Skills’ and ‘Attitudes’. Pupils need accurate, credible, up to date information to develop and extend their knowledge and understanding. However, giving the facts about drugs is not enough. Pupils also need a range of skills, and they need to consider the attitudes and values which underpin their decisions, behaviours and responses. To acquire a sound understanding of themselves and their lives, and to develop
competence which puts them in control of their behaviour and welfare, pupils also need:

- To develop and practise and range of relevant personal and social skills
- To explore their own and each other’s
- Feelings, views, experiences, attitudes and values

It is attitudes, perhaps above all, which are determinants of action. Teaching should provide pupils with the impetus for exploring attitudes, their own and others', as a means of exploring the very building blocks of later behaviours. The pupils’ active and interactive participation is therefore vital. Methods should provide opportunities for information to be explored as well as received and for attitudes to be considered in the light of new information and experience.

Therefore teaching methods should:

- Include a rich variety of opportunities for active learning
- Consider the attitudes and values for pupils and a range of other significant groups in society towards drugs
- Ensure access to comprehensive, unbiased and accurate drug information.
- Specify availability of relevant and appropriate advice and support
- Develop and maintain self-esteem
- Develop the personal and social skills needed for making decisions in a range of social situations and settings.

- Value the feelings, views and experiences of the participating children (or young people).
- Use didactic input sparingly for impact or to respond to expressed need.
- Ensure continuity and progression by visiting and revisiting issues as the pupils develop and their needs change

Some methods for delivery

- Brainstorming
- Carousel of questions
- Case Study
- Continuums
- Discussions: Whole group; Small group; Pairs
- Games
- Graffiti sheets
- Presentation and Display
- Quizzes
- Research and presentation
- Role Play
- Statement cards (e.g. Diamond 9s)
**Concepts and Ideas for PSHE**

**Nursery/Reception**

**Personal and Social and Health:**

**Feelings:**
- Feeling happy, feeling sad (make happy and sad face pictures)
- How to show my feelings
- How I recognise feelings in others

**Friendships**
- Getting on together at school
- Caring and sharing
- Co-operation (turn taking)

**Valuing Oneself**
- Similarities and differences
- Independence - including finding own equipment and putting things away

**Family Life**
- The importance of families
- All families are not the same
- My family
- Relationships - the people I love/special people
- Animal families - roles in the family (carers)

**Safety**
- Following rules and instructions
- Keeping safe - What are the dangers? Who helps me keep safe? Saying "no"
- Road safety
- Fire drill

**The School Environment**
- Looking after our own environment - tidying the classroom
- Learning school rules (class discussion and assemblies)

**Hygiene**
- The need for simple, personal routines – washing hands, cleaning teeth, using a handkerchief.

**Exercise**
- Learn why exercise is good for us – makes us fitter, more supple, good for our hearts and lungs (discuss in P.E).

**Food & Nutrition**
- Healthy eating – look at example packed lunch.
- Different diets – e.g., vegetarian. Being sensitive to others diets.
- Hygiene when handling food.

**Drugs**
- School rules relating to taking medicines (including use of inhalers)
Relationship and Sex Education

(Note: - Government Guidance on Sex and Relationship Education (2000) states that children should learn the correct vocabulary used to name the parts of the body, including the sex organs. Whilst it might be appropriate to use 'nick-names' for body parts at home, it is not appropriate to do so at school.)

- The uniqueness of me.
- Similarities between myself and others.
- Naming external parts of the body – hands, feet, arms, legs, eyes, ears, chin, hair, etc.
- Caring for babies – What do they need? Visit from new baby, if possible.
- Animal families – e.g. cows have calves, ducks have ducklings, etc. What do young animals need to grow and stay healthy?
Year One

Personal, Social and Health:

Feelings
- What upsets me?
- What do I do that upsets others?

Friendships
- Working together - sharing, working in pairs and in groups
- Co-operation
- Secrets - Good and bad secrets. How do we distinguish between these?

Valuing Oneself
- Similarities and differences
- Independence

Family Life
- How people live together - sharing and caring for each other
- Roles in the family

Safety
- Keeping safe - Children must learn:
  - Full name, Address, Telephone number
  - School rules
  - When and who to ask for help
- Road safety
- Strangers

The School Environment
- Looking after and observing our own environment - make plans of desk/classroom
- Contributing to own class rules.

Hygiene
- Washing hands after using the toilet and before eating.
- Keeping our homes clean – what can we do? How do they get dirty? Why do we need to keep homes and schools clean?
- Disposing of rubbish – which helps to keep our school and local area clean and healthy?

Exercise
- Revise why exercise is good for us.
- What happens to my heartbeat and breathing when I exercise (discuss during P.E).

Food & Nutrition
- What is a healthy diet?
- Food for growth – what foods help us grow? The importance of water in our diet.

Health & Safety
- Safety outside: near water; the dangers of the sun; roads etc.
- Safety in the home: Medicines; Electricity; fire/heat; hot water etc.
Drugs

- School rules relating to taking medicines (including use of inhalers)
- Learn about people who are involved with medicines such as health professionals, pharmacists and shopkeepers.
- Where do medicines come from? Who tells us to take them? Where are medicines stored at home?

Relationship and Sex Education

(Note: Government Guidance on Sex and Relationship Education (2000) states that children should learn the correct vocabulary used to name the parts of the body, including the sex organs. Whilst it might be appropriate to use ‘nick-names’ for body parts at home, it is not appropriate to do so at school.)

- The beginning of life – me, animals and plants.
- Growth in people, animals and plants.
Year Two

Personal, Social and Health:

Feelings
- Anger, fear, love, jealousy
- Different kinds of love
- Separation, loss, mourning

Friendships
- What helps people to get on together - listening and sharing.
- What I like/dislike about other people
- Bullying - What is it? When and who to ask for help

Valuing Oneself
- What I like about me. What I do well.
- Similarities and differences
- Independence

Family Life
- How people live together - sharing and caring for one another
- Roles in the family

Safety
- Keeping safe - Children revise:
  - Full name, Address, Telephone number
  - School rules
  - When and who to ask for help
- Road safety
- Where is it safe to play?
- Who keeps me safe?
- What is a stranger?

The School Environment
- What is litter? Where does it come from?
- What can we do to keep our school tidy?
- Contributing to class rules

Hygiene
- Revise basic personal hygiene routine.

Exercise
- What exercise do different people take?
- What type of exercise do I like best?

Food & Nutrition
- Healthy food – discuss choices for a healthy packed lunch or celebration meal.
Health & Safety

- What goes into my body? How does it get there? (Include smoke, medicine, noises as well as food).
- The dangers of the sun.

Drugs

- School rules relating to taking medicines (including use of inhalers)
- Discuss the role of drugs as medicines.
- Safety procedures when using medicines e.g. keep them locked away.
- Focus on the fact that medicines can be harmful if not used correctly.
- Dangers of discarded syringes and needles.

Relationship and Sex Education

(Note: - Government Guidance on Sex and Relationship Education (2000) states that children should learn the correct vocabulary used to name the parts of the body, including the sex organs. Whilst it might be appropriate to use ‘nick-names’ for body parts at home, it is not appropriate to do so at school. Correct terminology such as; breast, nipples, vagina, vulva, womb/uterus, clitoris, penis, testicles etc. should be used.)

- Naming body parts: including sex organs, using correct vocabulary. Children could create life size diagrams.
- Changes as we grow. How have I changed from a baby to now?
- Physical changes.
- Changing responsibility for self and others.
- Ageing – how do we know things are alive, dead, young or old?
Year Three

Personal, Social and Health:

Feelings
- When do I get angry, embarrassed, scared, upset?
- How feelings can be hurt by actions and/or words. Respecting other people's feelings.
- Saying sorry.

Friendships
- Who our friends are?
- Co-operation - belonging and working in groups
- How we make and lose friends? Loyalty
- Bullying - How to resist bullying. When and who to ask for help.
- Secrets - Sharing secrets. Who can I trust?

Valuing Oneself
- What I like about me. What I do well.
- Similarities and differences
- Independence
- Voicing our opinions sensitively

Family Life
- Who are my special people? Why are they special?
- How do I feel when my special people go away or die?

Safety
- Keeping safe - How do I keep myself safe? What is good about being bigger/older?

The School Environment
- What can we do to protect the environment? (Save energy, reduce noise, re-cycling).

Hygiene
- Revision of basic personal hygiene routine.
- Dental hygiene.
- Responsibility for own hygiene – what happens if we don’t wash?

Exercise
- Compare different ways to exercise – which uses more energy?
- Learn exercise uses energy from food.
- Learn that exercise strengthens bones, builds muscles, increases lung capacity and keeps use supple (discuss in P.E).

Food & Nutrition
- What happens to the food I eat inside my body?
- What do I eat? And, who decides what I eat?
Health & Safety

- Where do things go when they enter my body? – Body systems, circulation, breathing and digestion.
- How do germs get inside my body? What can I do to stop them getting there?
- Sun safety.

Drugs

- School rules relating to taking medicines (including use of inhalers)
- What are drugs? Are all drugs bad? When and why do people need drugs?
- Discuss attitudes towards smoking.
- Stress safety aspects - matches - as well as health
  - Why is smoking bad for the body?
- Discuss attitudes towards alcohol
  - Link with excess sugar is bad for the teeth as excess alcohol is bad for the organs.
- Valuing one’s own body and recognising its uniqueness.
- How can we look after ourselves?
- Dangers of discarded syringes and needles.

Relationship and Sex Education

(Note: Government Guidance on Sex and Relationship Education (2000) states that children should learn the correct vocabulary used to name the parts of the body, including the sex organs. Whilst it might be appropriate to use ‘nick-names’ for body parts at home, it is not appropriate to do so at school. Correct terminology such as; breast, nipples, vagina, vulva, womb/uterus, clitoris, penis, testicles etc. should be used.)

- How babies of different animals grow inside or outside their mother’s body.
- How babies begin and are born. How they grow
Year Four

Personal, Social and Health

Introduction to Circle Time (including 'Golden Rules')

Use of circle time or discussion to cover the following elements:

- **Feelings**
  - Feelings we share -
  - Good - happy, safe, confident, proud etc.
  - Bad - lonely, sad, angry, afraid etc.

- **Friendships**
  - Special people
  - Friends
  - Bullying - the different forms: How to resist it. When and who to ask for help.
  - Working together - co-operation

- **Valuing Oneself**
  - Things I am good at. Things I would like to improve.
  - Taking responsibility for own actions
  - Media pressures
  - Use of 'Golden Time' top reward and motivate all children

- **Family Life**
  - My role in my family (responsibilities)
  - Loss (including bereavement) and separation

Safety

- Road safety
- Keeping safe

The School Environment

- Contributing to class rules
- Revision of Year 3 - caring for our environment. Focus on saving energy/resources

Hygiene

- How germs enter the body and are spread from person to person – personal cleanliness.
- Dental hygiene – the care of teeth and gums.
- Visit from dental worker if possible.

Exercise

- Sport and exercise for a healthy heart.
- Exercise - the lungs and breathing.

Food & Nutrition

- The effects of a poor diet on the teeth (decay).
- How the body uses food for energy and growth.

Health & Safety

- How the body reacts to illness – medicines to help fight disease.
- Sun safety.
Drugs

- School rules relating to taking medicines (including use of inhalers)
- School rules relating to alcohol, tobacco, solvents and illegal drugs.
- Smoking/Alcohol
- Peer influence/peer pressure
- Evaluation of learning
- Recap of drugs/medicines safety issues including dangers of discarded syringes and needles.

Relationship and Sex Education

(Note: - Government Guidance on Sex and Relationship Education (2000) states that children should learn the correct vocabulary used to name the parts of the body, including the sex organs. Whilst it might be appropriate to use ‘nick-names’ for body parts at home, it is not appropriate to do so at school. Correct terminology such as; breast, nipples, vagina, vulva, womb/uterus, clitoris, penis, testicles etc. should be used.)

- How have I grown? – Baby pictures, toddler pictures, recent pictures, compare.
- How will I grow in the future?
- Locate and name the parts of the body, including the sex organs. Example: – draw a picture of twin brother and sister coming out of the shower, label using correct terminology.
- The main stages of the human life cycle.
Year Five

Personal, Social and Health:
Continued use of Circle Time (including 'Golden Rules').
Use of circle time or discussion to cover the following elements:

Feelings
Recognising and coping with feelings of frustration and anger

Friendships
- People we trust
- Our roles in different relationships.
- Other people's expectations of us.
- Bullying - the people involved - the bully, the victim, the witness/bystander,
- People who can help. How can we help the victim and the bully?

Valuing Oneself
- Things I do well
- Target setting - personal goals
- Taking responsibility for what we do
- Similarities and differences between people
- Peer influences and pressures
- Golden Time to reward and motivate all children

Family Life
- What is a family?
- Loss and separation

Safety
- Coping with situations where we might be tempted to act in a way that compromises our safety.
- Road safety
- Fire safety
- Swimming pool safety

The School Environment
- Contributing to own class rules
- Re-cycling
- Not littering
- Creatures in our environment

Hygiene
- Personal hygiene as we grow up.

Exercise
- The effect of exercise on pulse rate and breathing (Science Investigation).
- The importance of exercise for health.
- Devise own fitness programme.
**Food & Nutrition**
- Name basic food groups and classify simple foods into proteins, fats and carbohydrates.
- Learn about the importance of the following in the diet – milk and milk products, meat and meat alternatives, fruit and vegetables (5 a day!) cereals and fibre.
- Learn how the different food groups effect the body – e.g. protein for growth.
- Examine food packaging to determine food group content – link to technology.
- Create own recipe and packaging for a healthy biscuit/cereal bar. Possibly survey lunch boxes.
- Keep a food diary.

**Health & Safety**
- Safety at the swimming pool
- Safety near water.
- Electricity (in science)
- Sun awareness

**Drugs**
- School rules relating to taking medicines (including use of inhalers)
- School rules relating to alcohol, tobacco, solvents and illegal drugs.
- Drug Awareness
- Smoking/Alcohol
- Peer influence/peer pressure
- Evaluation of learning
- Recap of drugs/medicines safety issues including dangers of discarded syringes and needles.

**Relationship and Sex Education**
*(Note: - Government Guidance on Sex and Relationship Education (2000) states that children should learn the correct vocabulary used to name the parts of the body, including the sex organs. Whilst it might be appropriate to use ‘nick-names’ for body parts at home, it is not appropriate to do so at school. Correct terminology such as; breast, nipples, vagina, vulva, womb/uterus, clitoris, penis, testicles etc. should be used.)*
- Recap on correct names for sex organs.
- Emotional and physical changes in puberty.
- How the body changes at each stage of development.
Year Six

Personal, Social and Health

Continued use of Circle Time (including 'Golden Rules'). Use of circle time or discussion to cover the following elements:

Feelings
- Mood changes - why? How do we feel?
- 'Yes/no' feelings. How can we cope if we find ourselves in a situation that makes us feel uncomfortable?

Friendships
- Changing friendships
- Making new friendships
- Keeping friends
- Bullying - teachers respond as appropriate to specific issues. Also revise Year 5 content and discuss why some people are bullied and some are not.

Valuing oneself
- Things I am proud of
- Setting and reviewing personal goals
- Taking on responsibilities
- Being responsible for our own actions
- Golden Time to reward and motivate all children

Family Life
- Changing relationships in the family as we grown up
- Loss (including bereavement) and separation

Safety
- Review of rules for keeping safe
- Road Safety

The school/Local Environment
- Creating own class rules
- In what ways can we preserve our local environment?
- Re-cycling - making the most of precious resources

Hygiene
- Revision of hygiene routines, including food preparation.
- Looking after our skin, hair and teeth

Exercise
- Revision of the benefits of exercise

Food & Nutrition
- Nutrients – what happens to our food? Digestion.
- Design a diet/meal for a person with a specific need – toddlers, teenagers, sports person or an old person.

Health & Safety
- Infectious diseases and how they are spread.
- Victorian reformers and scientists that affected public health – Lister, Pasteur, Shaftesbury, Nightingale.
- Sun awareness
Drugs

- School rules relating to taking medicines (including use of inhalers)
- School rules relating to alcohol, tobacco, solvents and illegal drugs.
- Drug Awareness
- Smoking/Alcohol/Solvent (abuse) inhalation
- Peer influence/peer pressure
- Evaluation of learning
- Recap of drugs/medicines safety issues including dangers of discarded syringes and needles.

Relationship and Sex Education

(Note: - Government Guidance on Sex and Relationship Education (2000) states that children should learn the correct vocabulary used to name the parts of the body, including the sex organs. Whilst it might be appropriate to use ‘nick-names’ for body parts at home, it is not appropriate to do so at school. Correct terminology such as; breast, nipples, vagina, vulva, womb/uterus, clitoris, penis, testicles etc. should be used.)

- Recap on emotional and physical changes in puberty.
- Recap on menstruation.
- How a baby is conceived – stress importance of an established, loving relationship.
- The birth of a baby.
Appendix 2: British Values

British society is founded on fundamental values and principles which all those living in the UK should respect and support. These values are reflected in the responsibilities, rights and privileges of being a British citizen or permanent resident of the UK. They are based on history and traditions and are protected by law, customs and expectations. There is no place in British society for extremism or intolerance.

Set out, in general terms, these are the non-negotiable components of our identity - the qualities of the citizenship.

Ten core values of the British identity

I. The rule of law. Our society is based on the idea that we all abide by the same rules, whatever our wealth or status. No one is above the law - not even the government.

II. The sovereignty of the Crown in Parliament. The Lords, the Commons and the monarch constitute the supreme authority in the land. There is no appeal to any higher jurisdiction, spiritual or temporal.

III. The pluralist state. Equality before the law implies that no one should be treated differently on the basis of belonging to a particular group. Conversely, all parties, sects, faiths and ideologies must tolerate the existence of their rivals.

IV. Personal freedom. There should be a presumption, always and everywhere, against state coercion. We should tolerate eccentricity in others, almost to the point of lunacy, provided no one else is harmed.

V. Private property. Freedom must include the freedom to buy and sell without fear of confiscation, to transfer ownership, to sign contracts and have them enforced. Britain was quicker than most countries to recognise this and became, in consequence, one of the happiest and most prosperous nations on Earth.

VI. Institutions. British freedom and British character are immanent in British institutions. These are not, mostly, statutory bodies, but spring from the way free individuals regulate each other’s conduct, and provide for their needs, without recourse to coercion.

VII. The family. Civic society depends on values being passed from generation to generation. Stable families are the essential ingredient of a stable society.

VIII. History. British children inherit a political culture, a set of specific legal rights and obligations, and a stupendous series of national achievements. They should be taught about these things.

IX. The English-speaking world. The atrocities of September 11, 2001, were not simply an attack on a foreign nation; they were an attack on the anglosphere - on all of us who believe in freedom, justice and the rule of law.

X. The British character. Shaped by and in turn shaping our national institutions is our character as a people: stubborn, stoical, indignant at injustice.
The fundamental principles of British life include:

- democracy
- the rule of law
- individual liberty
- tolerance of those with different faiths and beliefs
- participation in community life

As part of the citizenship ceremony, new citizens pledge to uphold these values. The pledge is:

'I will give my loyalty to the United Kingdom and respect its rights and freedoms. I will uphold its democratic values. I will observe its laws faithfully and fulfil my duties and obligations as a British citizen.'

Flowing from the fundamental principles are responsibilities and freedoms which are shared by all those living in the UK and which we expect all residents to respect.

If you wish to be a permanent resident or citizen of the UK, you should:

- respect and obey the law
- respect the rights of others, including their right to their own opinions
- treat others with fairness
- look after yourself and your family
- look after the area in which you live and the environment

In return, the UK offers:

- freedom of belief and religion
- freedom of speech
- freedom from unfair discrimination
- a right to a fair trial
- a right to join in the election of a government

This text is taken from Life in the United Kingdom, a Guide for New Residents, 3rd edition, Page 7 © Crown Copyright 2013 and (The Telegraph 2005)

GRAYSON PERRY’S TAPESTRY – from the – WHO AM I? series
A portrait of Britishness.

The following is a link to the tapestry which, when opened, may be enlarged.
http://www.theguardian.com/artanddesign/2014/oct/21/grayson-perry-tapestry-portrait-gallery#img-1
Appendix 3: Guidance on assessment, recording and reporting PSHE

Why is assessment important?

Assessment should be a planned part of teaching and learning. Assessment helps to set clear expectations for standards and achievement. It ensures progression in teaching and learning and motivates pupils because they become partners in the assessment process. It allows pupils to be clear about strengths and weaknesses in their learning, and enables teachers to be clear about the achievements of their pupils and how their learning might be improved.

Improving learning through assessment depends on five key factors:

1. The provision of effective feedback to pupils.
2. The active involvement of pupils in their own learning.
3. Adjusting teaching to take account of the results of assessment.
4. A recognition of the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning.
5. The need for students to be able to assess themselves and understand how to improve.

There are clear links between these key factors and the principles – both explicit and underlying – of PSHE. Effective assessment in PSHE is therefore fundamental to enabling achievement of many of the aims of the non-statutory framework.

What is needed for assessment, recording and reporting in PSHE?

- **Recording:** schools are required to keep records for every pupil, including information on academic achievements, other skills and abilities and progress made in school.

- **Reporting:** schools must give brief comments to parents on the pupil’s progress in each subject and activity studied. This means that where PSHE is included in the curriculum, schools need to decide the best way to provide a PSHE report. This may be a brief, separate commentary on progress, or as part of the school’s report on other activities in the school curriculum.

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11 The guidance in Appendix 3 is based on: “PSHE at key stages 1–4 Guidance on assessment, recording and reporting” © Qualifications and Curriculum Authority 2005

12 Assessment Reform Group (1999), Assessment for learning: beyond the black box
What kind of assessment is required?

It would be inappropriate for assessment in PSHE education to be about levels or grades, passing or failing. The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s), in a similar way to an athlete measuring today’s performance against their own previous performance. So the benchmark against which progress is measured is the pupil’s own starting point, not the performance of others or the requirements of an exam syllabus. This gives us the following model for assessing any learning in PSHE education:

Assessment can be formative, summative, diagnostic and evaluative. PSHE offers many opportunities for pupils to get involved in their own learning and progression.

Assessment in PSHE should:

- raise standards and achievement
- be planned from the beginning as part of teaching and learning
- be inclusive: reflect the learning and achievements of all pupils, and take account of their range of learning styles and intelligences
- measure what we value about PSHE (for example showing the ability to make informed choices), not just those aspects that are easy to measure (for example knowledge of facts)
- not judge the worth, personality or value of an individual pupil or their family
- be planned from the beginning as part of teaching and learning
- support the way PSHE is delivered in the school.

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Diagram above taken from page 4, PSHE Association’s PSHE Education Programme of Study, Key stages 1-5
Including pupils

One of the five principles of effective assessment outlined above is the active involvement of pupils in their own learning. Pupils should be involved in discussions about how their work is assessed, so that they know and can recognise the standards to aim for. Teachers and pupils need to communicate their expectations, progress and attainment. This will enable pupils to set their own targets and plan how they will achieve their learning goals. Assessing their own work and collecting evidence of their progress and achievement related to these learning goals will enable them to:

- recognise, demonstrate and celebrate their achievements
- know and understand what they have achieved and what they need to develop
- feel confident about their progress
- be rewarded for active participation in school and community life.

In summary, assessment in PSHE should therefore:

- actively involve pupils as partners in the assessment process
- involve discussions with pupils about learning objectives and desired outcomes
- give opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next
- give opportunities for pupils to collect evidence of their achievements that are linked to the learning objectives and outcomes of the relevant activities, for example in a PSHE portfolio, progress file or in a wider record of their achievements in and beyond the school, showing evidence of progress in skills as well as knowledge
- be ongoing, diagnostic and inform future learning and teaching.

As outlined above, assessment complements the learning and teaching progress in PSHE, as done well, it will contribute to the motivation and self-esteem of pupils. This will enhance their understanding and internalisation of some of the values, skills and attitudes at the heart of the PSHE framework.

It is important to note that not all aspects of PSHE should be assessed. Pupils may share their own views and ideas or reflect on aspects of their own behaviour or relationships that, although integral to teaching and learning, would not be appropriate for formal assessment. For example, during or following discussion of a topic, pupils may reflect on how issues relate to their own family or relationships.
Managing assessment, recording and reporting for PSHE

Managing assessment

Assessment in PSHE should be manageable and meaningful. To achieve this, teachers and pupils need to decide:

- what to assess
- who should be involved in assessment
- what and how much evidence to gather
- how often to gather evidence
- how to record evidence
- how to feedback, for example oral, comment-only, marking etc.

Who can contribute to assessment?

- **Pupils**: through self-assessment and peer-assessment and in partnership with teachers and other adults, including individual, out-of-school activities.
- **Specialist PSHE teachers**: both with and without pupils, assessing progress and achievement in dedicated PSHE lessons or activities.
- **Subject teachers**: where PSHE is included explicitly in other subjects, these teachers can support pupils in assessing their knowledge, skills and understanding in those aspects of PSHE.
- **Other adults**: people from other organisations who have worked with individuals or group of pupils as part of PSHE provision, including health professionals, adults from the world of work and community members. Methods of assessment used or types of evidence needed should be agreed in advance with those involved. For example, pupil self-assessment sheets may need to be endorsed or witness statements recorded.

- **Form tutors**: for example by helping pupils to reflect on their experiences and form a view of their overall achievement.

Keeping track of progress

By planning regular opportunities for assessment within the PSHE programme, it is possible for teachers and pupils to keep track of progress and to reflect on and record achievement.

Schools may already have processes and materials in place that incorporate (or could incorporate) PSHE, for example log books, progress files, records of achievement or electronic portfolios.

The responsibility for collating assessments of PSHE for recording purposes depends on how the provision is organised. For example:

- annual (and end of key stage) statements may be produced by each pupil and endorsed by a relevant teacher
- teachers of timetabled PSHE provision may take the lead in consultation with pupils and other adults
- where PSHE has been taught through another subject, for example science, that teacher may give a summary report about the aspects of PSHE they have covered
- form tutors, if they have played a significant role in provision, may support the coordination of PSHE assessment. For example, they may help pupils to reflect overall on their PSHE experiences and produce a summary statement.
Reporting progress and achievement

Schools need to decide how to include PSHE in reports to parents and who contributes to the report. There are no specific requirements about what to include in a PSHE report however it would be helpful to include comments on strengths and development needs as well as focusing on what pupils have achieved and what they hope to achieve in the future.

Different schools may develop different methods of reporting to parents that reflect the way PSHE is provided in the school. These might involve contributions from the class teacher/tutor, different subject teachers, other adults and the pupils themselves.

Recognising and celebrating achievement in PSHE

Achievement in PSHE can be recognised and celebrated through, for example, school and community awards and certificates, progress files, qualifications, PSHE assemblies and events.

Questions: helping teachers and pupils plan assessment, recording and reporting

What are the learning objectives of the session?
For example:

- pupils can identify some of the risks associated with smoking. They can demonstrate this by taking part in a debate for or against smoking
- pupils can explain the effects of bullying on an individual and name three ways of seeking help.

What do we want to achieve?

Set goals/targets, clearly referencing the success criteria. For example:

- we/I will know and understand more about ...
- we/I will have developed skills to ...
- we/I will have participated in ...
- we/I will have taken action on ...
- we/I will evaluate what I have learnt by ...

How will we know what to aim for?

Pupils, teachers and others involved in assessment need to agree assessment criteria based on the learning outcomes and expectations of the activities.

How will we know what we have achieved?

It is important to establish and agree clear targets and goals with pupils and to ensure there are regular opportunities for feedback on progress and achievement. Feedback may be teacher-pupil, pupil-pupil or pupil-teacher.

Who will help us to achieve our goals and measure our success?

Identify assessment partners, for example:

- ourselves
- our peers
- our teachers
- other adults
- a combination of any or all of the above.
What evidence can we collect to show what we have learnt/achieved?

For example:

- a recording of a talk or presentation
- a display or website
- a reflections diary, logbook or portfolio
- observation of taking part and contributing to discussions and debate
- resources produced for younger pupils
- a video of participation in role-play, simulations or a health forum meeting
- a quiz, board game or card game that we have produced
- articles for school or local newspapers
- a recording of an interview with school or wider community members
- evidence of planning a visit or arranging for a visiting speaker
- photographs of an event
- written work
- self-assessment sheets.

Evidence must clearly link to purpose, and be collected in keeping with the school’s general approach to and policies on evidence and recording.

How will we report progress and achievements to parents?

For example:

- through each pupil developing a personal statement, endorsed by a teacher
- through formal reports produced by specialist teachers, as a distinct part of a subject report
- as part of an overall report from form tutors
- through regular meetings (formal and informal) with parents.
Flow chart: how PSHE coordinators can manage assessment, recording and reporting

**Why?**
Agree the purpose of assessment, recording and reporting in PSHE.

**What?**
Identify activities that lead to effective learning and provide evidence of pupils’ progress and achievement.
Identify what feedback will be given to pupils to improve future learning.

**How?**
Plan how achievement will be evaluated, recorded, summarised, reported to parents, celebrated and rewarded.
Plan how the assessment processes will be monitored and evaluated.
Appendix 4: Primary Drug Education

ADEPIS, the Alcohol and Drug Education, Prevention & Information Service, have worked with colleagues in DrugScope and Adfam, and through the Drug Education Practitioners Forum, and many organisations, teachers and practitioners around the country. They are producing “Quality Standards for Effective Drug and Alcohol Education” resources which focus on best practice in drug education.

Each set of standards has been produced for a specific target group.

1. Delivering drug education in the classroom as part of a planned PSHE programme
2. School context for effective drug education
3. Staff policies and safeguarding

Mentor-ADEPIS have also produced:

Reviewing your drug and alcohol policy: a toolkit for schools

In September 2012 the DfE published Departmental advice for school leaders and staff on managing drugs, drug-related incidents within schools and pastoral support for pupils. This departmental advice was produced jointly with the Association of Chief Police Officers (ACPO). This advice is non-statutory and has been produced to help answer some of the most common questions raised by school staff in this area, as well as promoting understanding of the relevant powers and duties in relation to powers to search for and confiscate drugs, liaison with the police and with parents. It does not focus on drug education, covering broader behaviour and pastoral support, as well as managing drugs and drug-related incidents within schools.

It applies to:
- maintained schools
- academies and free schools
- pupil referral units
- non-maintained special schools
- independent schools
- sixth-form colleges

It replaces existing guidance published in 2004.

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Drugs Education: Expected skills, knowledge, understanding and attitudes at the end of Key Stages One and Two

Key Stage One

Knowledge and Understanding:

- School rules relating to medicines
- Basic information about how the body works and ways of looking after the body.
- The role of medicines (both prescribed and over-the-counter) in promoting health and the reasons people use them.
- Understanding that all drugs can be harmful if not used properly.
- Simple, safe rules about medicines and other substances in the home, including solvents.
- Consideration of alcohol and tobacco, their general effects on the body and behaviour.
- People who are involved with medicines (such as health professionals, pharmacists and shop keepers)
- People who can help children when they have questions or concerns

Skills:

- Communicating feelings and concerns about illness and taking medicines.
- Following simple safety instructions
- When and how to get help from adults.

Attitudes:

- Valuing one's own body and recognising its uniqueness
- Attitudes towards medicines, health professionals and hospitals.
- Attitudes towards the use of alcohol and cigarettes.
- Responses to media and advertising presentations of medicines, alcohol and smoking.
**Key Stage Two**

**Knowledge and Understanding:**
- School rules relating to medicines, alcohol, tobacco, solvents and illegal drugs
- More detailed information about how the body works and how to take care of it.
- Different types of medicine (both prescribed and over-the-counter), legal and illegal drugs including their form, their effects and their associated risks.
- Introduction to the law relating to the use of legal and illegal drugs.
- People who can help (children) young people when they have questions or concerns
- Dangers from handling discarded syringes and needles.

**Skills:**
- Identifying risks
- Coping with peer acceptance/influence
- Communicating with adults
- Decision making and assertiveness in situations relating to drug use.
- Giving and getting help.
- Safety procedures when using medicines.

**Attitudes:**
- Valuing oneself and other people
- Attitudes and beliefs about different drugs and people who may use and misuse them.
- Responses to media and advertising presentations of alcohol, tobacco and other drugs (legal and illegal)
- Taking responsibility for one's own safety and behaviour.
Appendix 5: Relationships and Sex Education

Important news from DfE
Policy statement: relationships education, relationships and sex education, and personal, social, health and economic education


Note
Relationships and Sex Education (secondary) and Relationships Education (primary) will be mandatory in all schools by September 2019.


- Amendment NC15 introduces statutory ‘relationships and sex education’ across all secondary schools, including academies and independent schools; and statutory ‘relationships education’ across all primary schools.

- Amendment NC16 gives the government the right to introduce statutory PSHE at a later date without passing new legislation.

From the DfE

What does the new subject of ‘relationships education’ mean for primary schools?

- There is no detail about topics in the primary legislation, but the DfE Policy Statement broadly references healthy relationships.

- Schools will be mandated to address some topics (relationships) but may cover other topics in accordance with the needs of the school community. In the event that primary schools ‘choose to teach sex education in an age-appropriate way, as they can now, they will be able to do so, but the right to withdraw from that will still apply, as it does in secondary schools’17*

- The consultation on the regulations and guidance will present an opportunity to influence the content of the topic in line with best practice

Will parents retain the right to withdraw their child?

- Parents will not be able to withdraw their child from Relationships Education in primary school.

- Parents will only be able to withdraw their child from primary school classes which address sex education - i.e. those that do not sit within the Relationships Education curriculum.

- Parents will be able to withdraw their child from sex education within RSE (other than the sex education which sits in the National Curriculum as part of science).

17 All parts marked with * = Edward Timpson MP, Hansard, March 7th 2017
Schools will continue to be required to publish policies on these subjects for parents, and statutory guidance will continue to set out that schools should consult parents on those policies to ensure they are feeding in their views*.

The Secretary of State intends to consult further in order to ‘clarify the age at which a young person may have the right to make their own decisions. The outcome will be set out in the regulations and guidance’

What are the implications for faith schools?

- The legislation will retain the right of faith schools to teach ‘according to the tenets of their faith’ whilst still being consistent with requirements of the Equality Act. The scope and limitation of this right will be clarified in the regulations and guidance
- Schools will be able to exercise flexibility over how to teach a topic, not whether to teach it
- The Church of England and Catholic Education Service have expressed support for the introduction of statutory RSE in advance of the debate in Parliament

What is going to happen next?

- The Department for Education will consult widely with the education and young people’s sectors in order to determine the content of the regulations and statutory guidance; and on whether to introduce PSHE as the framework within which SRE is delivered
- The Secretary of State will bring the regulations and guidance back to the House of Commons for its approval

What is the timeframe for these changes?

1. The Department for Education will draft regulations and guidance in Spring 2017 and put them out for consultation in Autumn 2017
2. Regulations and final draft guidance will be presented in Parliament, and final statutory guidance will be published early in 2018
3. Schools will be expected to deliver ‘RSE’ in secondary schools and ‘RE’ in Primary schools, in the academic year 2019/2020

What are the implications for SRE in schools in the meantime?

- Until the legislation is passed and regulations and guidance are finalised, schools’ current legal obligations remain in place
- Schools do not need to wait for the publication of the regulations and statutory guidance in order to make changes that will increase the quality of SRE provision. A range of resources can support this process including: SRE key values and principles; supplementary advice for schools ‘SRE for the 21stCentury’; and SEF’s curriculum design tool

Many schools and teachers are already delivering great SRE which is much more comprehensive than the minimal legal requirements. Please keep up the good work!
How will Relationships and Sex Education be inspected?

- Relationships and sex education falls within the scope of school inspection. Inspections will check to see that a school is providing the full statutory curriculum, and these issues can also be considered within the context of assessing the school’s leadership, the quality of teaching, pupil safety and pupils’ spiritual, moral, social and cultural development. Key elements are already covered in Ofsted’s school inspection handbook, and Her Majesty’s chief inspector will take full account of the new requirements in determining future school inspection arrangements.*

- Ofsted is already seeking to appoint an HMI lead for citizenship and PSHE, whose role will be to keep abreast of developments in this area and oversee the training of inspectors in light of the new expectations on schools*.

- Independent schools will be held to account through inspectors reporting against the independent school standards*.

How will the Government ensure that the statutory guidance remains up to date?

- The Government will commit to reviewing the statutory guidance on RSE within three years of its publication, and to a regular timetable after that, that will balance continuity for schools with ensuring content is up to date.*
Why is relationship and sex education in schools important?

High quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.

- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that relationship and sex education was ‘too little, too late and too biological’. Ofsted reinforced this in their 2013 Not Yet Good Enough report.

- RSE plays a vital part in meeting schools’ safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.

- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils’ wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils’ health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

Supplementary Advice

The Department for Education and Ofsted expect all schools to deliver good quality Relationship and sex Education.

Brook, the PSHE Association and the Sex Education Forum have collaborated on the production of new Supplementary Advice will help you deliver RSE fit for the 21st Century\(^{18}\). The advice, provides information on topics that are missing from current Guidance published in 2000\(^ {19}\), including issues about pornography, the safe use of technology, sexual consent, violence and exploitation.

The Advice was informed by teachers and pupils, which makes it practical and relevant to education today, it does not replace statutory RSE but it does provide teachers with vital support in the short term. This Supplementary Advice is supported by the Department for Education (DfE) and a range of other government, education and voluntary sector stakeholders.

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The Department of Health set out its ambition for all children and young people to receive high quality relationship and sex education in the Sexual Health Improvement Framework (2013), while the Department for Education’s paper *The Importance of Teaching* (2010) highlighted that: “Children need high quality relationship and sex education so they can make wise and informed choices.”

Further information about the evidence base for relationship and sex education can be found in “Does SRE work?” along with other Sex Education Forum documents.

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A suggested Programme of Learning
Outcomes for RSE SG

Nursery

Knowledge
- Knowing they belong to various groups
- Knowing how to maintain hygiene
- Knowing that we progress through a process from young to old
- Being able to name the parts of the body

Attitudes
- Being able to feel good about themselves
- Being proud of their body
- Having respect for themselves and others
- Developing self-confidence and being able to take some responsibility
- Wanting to take care of others
- Understanding that their family is special

Skills
- Beginning to recognise and name feelings
- Being able to listen, co-operate and share
- Being able to make friends
- Being able to show respect
- Being able to recognise their likes and dislikes
- Being able to make simple choices
Reception

Knowledge
- Knowing that living things have needs
- Knowing the difference between boys and girls
- Knowing where babies come from
- Knowing that we go through a process from being young to growing old
- Knowing the parts of the body

Attitudes
- Being able to feel good about themselves
- Being proud of their body
- Being able to take some responsibility
- Developing self-esteem and confidence
- Being able to exercise some independence
- Understanding that teasing is wrong
- Wanting to take care of others
- Understanding that their family is special

Skills
- Beginning to recognise and name feelings
- Being able to listen, co-operate and share
- Being able to make friends
- Being able to show respect
- Being able to discuss issues
- Being able to recognise their likes and dislikes
- Being able to make choices
- Being able to express their opinions
Year 1

Knowledge
- Understanding the life cycle
- Understanding the importance of personal hygiene
- Knowing that some touches are good and some are bad
- Knowing that we go through a process from being young to growing old and that babies have special needs
- Knowing the parts of the body
- Knowing that they have family and friends and that some people have a role in looking after them
- Know their own address and telephone number(s)

Attitudes
- Being able to feel good about themselves
- Being proud of their body
- Being able to have self respect and respect for others
- Developing responsibility and self-confidence
- Being able to exercise some independence
- Understanding that bullying and teasing is wrong
- Being able to be a good friend
- Wanting to take care of others
- Understanding that their family is special

Skills
- Beginning to recognise and name feelings
- Being able to listen, co-operate and share
- Being able to make friends
- Being able to show respect
- Knowing how to seek help
- Understanding that their behaviour can affect other people
- Being able to recognise their likes/dislikes/preferences
- Being able to express their personal opinion
- Being able to contribute to class discussion
Year 2

**Knowledge**
- Understanding the importance of maintaining personal hygiene
- Knowing that we go through a process from being young to growing old
- Knowing the parts of the body
- Knowing how a baby is made
- Knowing that there are different types of family
- Knowing that friendships change
- Recap their own address and telephone number(s)

**Attitudes**
- Being able to feel good about themselves
- Being proud of their body
- Being able to have self respect and respect for others
- Developing responsibility and self-confidence
- Being able to be a good friend and wanting to take care of others
- Understanding that their family is special

**Skills**
- Beginning to recognise, name and manage feelings
- Being able to listen, co-operate and share
- Being able to make friends
- Being able to show respect
- Knowing how to seek help
- Being able to recognise their likes/dislikes/and preferences
- Being able to express their personal opinion and respect others
- Being able to contribute to class discussion
Year 3

Knowledge
- Know that they are growing and changing
- Know what friends are for
- Know the names for parts of the body, including the reproductive parts
- Know the difference between males and females
- Know what helps people get on with one another
- Knowing where babies come from
- Know who to be able to ask for help

Attitudes
- Being able to feel good about themselves
- Being able to understand what makes people happy

Skills
- Be able to manage their emotions
- Be able to recognise other people’s emotions and feelings and respect them

Year 4

Knowledge
- Know about how they are changing and how others change
- Know about and have some understanding of physical, emotional and social changes which take place at puberty
- Know how to manage periods and associated hygiene
- Know how babies begin, are born and how they grow
- Know about the rituals associated with birth, marriage and death
- Know that bullying is wrong

Attitudes
- Being able to feel positive about growing up
- Being able to feel good about helping others

Skills
- Understand how to make friends
- Understand how to name and manage their feelings
- Understand and recognise how their behaviour affects others
- Understand when and how to get help if/when things go wrong
- Know how to ask for help
Year 5

Knowledge

- Know about how they are changing and how others change
- Know about and have some understanding of physical, emotional and social changes which take place at puberty
- Know that bullying is wrong
- Recap how babies begin, are born and how they grow
- Learn that sexual intercourse does not always lead to conception and gain a basic understanding of what contraception is
- Recap the main stages of the human (and animal) lifecycle
- Know that different people have different feelings (sexual)
- The range of relationships including the importance of family and marriage for the care and support of children

Skills

- Understand how to make friends
- Understand how to name and manage their feelings
- Understand and recognise how their behaviour affects others
- Understand when and how to get help if/when things go wrong
- Be prepared to manage periods and associated hygiene
- Listen to others and explain themselves
- Explore and discuss, describe and express emotions
- Recognise abuse and ask for help
- Manage the physical and emotional changes of puberty
- Express their own opinion and listen to the views of others
- Be able to ask for help

Attitudes

- Being able to feel positive about growing up
- Being able to feel good about helping others
- To think about the differences between people including:
  - Being a girl and a boy
  - Different cultures, faiths and religion
  - Different ethnicities
  - Different sexual orientation
- Being able to recognise prejudice
Year 6

Knowledge

- Know about the effect of the media on forming attitudes
- Infection and how safe routines can reduce the spread of viruses including HIV
- The range of relationships including the importance of family and marriage for the care and support of children
- Know about how they are changing and prepare for transition into Secondary school
- Recap the physical, emotional and social changes which take place at puberty
- Know what contraception is
- Know about the rituals associated with birth, marriage and death
- Know that bullying is wrong

Attitudes

- Being able to feel positive about growing up
- Being able to feel good about helping others

Skills

- Be able to manage periods and associated hygiene
- Understand how to make friends
- Understand how to name and manage their feelings
- Understand and recognise how their behaviour affects others
- Understand when and how to get help if/when things go wrong
- To be able to discuss differences between people including:
  - Being male, female
  - Sexual orientation
  - Different cultures, faiths and religion
  - Different ethnicity's
  - Listen to others and explain themselves
  - Be able to recognise and challenge prejudice
  - Explore and discuss, describe and express emotions
  - Recognise abuse and ask for help
  - Manage the physical and emotional changes of puberty
  - Express their own opinion and listen to the views of others
  - Be able to ask for help
Appendix 6: Specific and Sensitive Issues

A number of the following issues will probably occur at Key Stage 3 and above. If however a child raises a question on any of these at an earlier stage we have included the following for your guidance.

Abortion

Teaching about abortion is probably most appropriate at Key Stage 4. Teaching should reflect the moral and values framework of the school and take into account cultural and religious backgrounds of the students. Where outside visitors are invited care must be taken to ensure that a balanced input is achieved.

Body Image

When delivering PSHE Education and RSE there is a need to alleviate unrealistic expectations (sometimes created by the media). Teaching about body image is not just thinking about being fat or thin.

Teaching materials and styles, as well as the ethos of the school can go some way towards balancing this. There should be celebration of diversity and difference, which reflects statements made in equal opportunities policies. This can be reflected in hidden curriculum messages, e.g. the posters around school, the paintings on the walls, the accessibility of the building, language which includes rather than excludes, etc. Whatever a person’s shape, size, ability or disability they will be a sexual being and entitled to the individual expression of their sexuality. This also extends to how that sexuality is expressed in choices about relationships, celibacy etc.

Confidentiality

Detail on what this means. E.g. No teacher should promise total confidentiality - although RSE is not about personal disclosures.

Procedures need to be listed e.g. if a teacher is concerned that a child is at risk (Safeguarding Children Procedures), or about disclosures of under-age sex or pregnancy.

An example statement that could be used to form part of this paragraph is given below:

“Teaching staff within this school are employed as professionals. They are trusted to use their professional judgement and deal with situations appropriately. Accordingly, as a general rule the teacher or member of staff concerned will maintain a child’s confidentiality. If however the person concerned believes that a child is at risk or in danger s/he will talk to the Head Teacher before any decision is made. The child concerned will be informed that the confidentiality is being breached and the reasons why. The teacher or member of staff concerned throughout the process will support the child.”

Providing that a school’s policy does not preclude it, all health professionals (i.e. nurses, doctors etc.) work within their own professional code of conduct. This provides a set of criteria against which they can assess each individual situation and if appropriate maintain confidentiality. In order to ensure that any health professional working in school is covered by their own professional code of conduct it would be useful to include the following statement: "This school upholds the right of any health professional to work within their professional code of conduct."

Produced by Health Education Partnership Ltd.
Contraceptive Advice
There is a clear distinction between providing general education about contraception and specific advice to an individual regarding contraception. The general rule is that it would transcend a teacher’s professional responsibility to offer an individual pupil advice on contraception. Schools should be aware that they should encourage individual students to seek advice from their parents/carers and also ensure that students are aware of appropriate health service professionals who can provide such confidential advice.

Culture, Ethnicity and Religion
RSE needs to be culturally sensitive. Statutory obligations will have to be met but it is important to consult with students, families and the local community about what is acceptable and appropriate. The policy must address explicitly the relevant values and ethos gathered from the consultation.

Cyberbullying
Cyberbullying is the use of technology to bully a person or group. Bullying is repeated behaviour by an individual or group with the intent to harm another person or group. It can involve social, psychological and even, in extreme cases, physical harm. Because children and young people are often online it can be hard for them to escape cyberbullying. Nasty messages, videos and gossip can spread fast online and are hard to delete. Sometimes the attackers can be anonymous and hard to stop. This can make it harder for adults to see and manage.

The following websites have useful information and ideas for including this as a PSHE topic.
http://www.childline.org.uk
http://www.kidscape.org.uk/parents-carers/cyber-bullying-online-safety/
https://www.thinkuknow.co.uk/Teachers/blog/Dates/2013/11/Anti-Bullying-Week-School-film-highlights-consequences-of-cyberbullying/

Domestic Violence
Domestic violence may occur behind closed doors but everyone has a part to play in its eradication. A document produced by the NUT gives guidance on how the curriculum can be used to raise the importance of the issue and demonstrate to young people that violence should not be tolerated.
Female Genital Mutilation (FGM)

There is not yet universal understanding that this is child abuse and a child protection issue, so school is a good place to start. Each school has child protection procedures for reporting concerns and concerns about girls at risk of FGM must be reported. FGM should never be excused, minimised or ignored. It is not however appropriate for teachers to take on a role of screening for FGM. Teachers should report concerns where they arise. Teachers can also contribute to attitudinal change to reduce the incidence of FGM for future generations, where provided with the right support and resources. PSHE is a golden opportunity to challenge attitudes which lead to violence against young women, exploitation or abuse.

Multi-disciplinary guidance on FGM can be found at:

Forced Marriage/Exploitation

Students who fear they may be forced to marry often come to the attention of, or turn to, an education professional before seeking help from the police or social services. Often the student’s friends report it to the education professional. Education professionals are in an ideal position to identify and respond to a victim’s needs at an early stage. Schools, colleges and universities can introduce forced marriage into the curriculum by: Discussing different types of marriage (love matches, arranged and forced marriages) within PSHE.

The DfES; Foreign and Common Wealth and the Home Office produced guidance for Education professionals:
http://www.forcedmarriage.net/media/images/FMU-FM-Guidance-EducationProfessionals_70.pdf
Gang Culture

Whilst it may seem that ‘gang culture’ is not an issue relevant to primary school children, it could be. From the child member’s viewpoint it may be that their inclusion/membership gives them a sense of peer acceptance (by bigger, older children). A recent Government report looks at the issue from Foundation Stage through to early adulthood\(^1\). The strongest predictors of both joining and staying in a gang were pre-existing problems and anti-social behaviour. Having a sibling who is also a gang member and previous violent victimisation could be significant factors for persistent gang membership. Parents who know their children’s peers are less likely to have children who joined and remained in a gang\(^2\).

Gender

RSE is ideally taught in mixed groups to encourage boys and girls to work together, however, consideration should be given to teaching specific issues such as the management of periods and puberty, or what is good or bad about being a boy or girl, in single sex groups.

A growing body of evidence indicates that boys and young men do not always find RSE relevant to their needs. Issues to consider here include stereotypes such as “boys don’t cry” and teenage fatherhood as well as motherhood.

Grooming

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation. Children and young people can be groomed online, or by someone they have met - for example a family member, friend or professional. Groomers may be male, female or another young person. Many children and young people don’t understand that they have been groomed, or that what has happened is abuse. You can help your students stay safe by talking to them about the risks, and being aware of the signs and what to do if any child is affected. The NSPCC website offers excellent information and support: [http://www.nspcc.org.uk/](http://www.nspcc.org.uk/)

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HIV

Young people living with and/or affected by HIV are often isolated. They can be in institutions where people do not know what is going on for them, let alone their HIV status. It is vital that these young people feel safe.

There are children, young people and adults attending or working in schools and in the wider community who are HIV positive. They present no risk to others through day-to-day contact. There is absolutely no necessity for anyone to know the HIV status of any individual within the school community.

HIV should be treated in the same way as any other potential health hazard. Every school should have proper hygiene and first aid policies and procedures to cover all circumstances, not just HIV.

Staff can ensure that the school provides a secure environment and maintain a safe health regime for all.

Schools have shown that they can develop a policy of teaching about HIV that is both effective and sympathetic in meeting the needs of students and their parents.

Safeguarding Children (Child Protection)/ Sexual Activity

All schools should refer to Safeguarding Children advice and procedures provided by the Local Authority Children, Schools and Families department and the local Safeguarding Children Committee.

_Becoming aware that an under 16 year old is having sex_ (Extracted from Annex 4, Teenage Pregnancy - A report by the Social Exclusion Unit, June 1999).

Wherever possible a teacher should:

- persuade the young person to talk to their parents or carers, address any child protection issues
- ensure that the child has been adequately counselled and informed about contraception

The teacher who receives the information should refer the case to the designated teacher for Child Protection/Safeguarding. The designated teacher should, with the Head Teacher, address child protection concerns (if any), encourage the young person to talk to their parent/carer and refer on to a health professional as necessary.

It is only in the most exceptional cases that schools should be in a position of having to handle such information without parental knowledge, and where younger students were involved this would be grounds for serious concern.

Head Teachers and governors should monitor the frequency of such cases. If they are frequent, this points to deficiencies in young people’s awareness of, or confidence in, sources of confidential medical advice and this should be addressed.
**With or without consent?**

Determining whether or not the sexual activity was with consent, or non-consensual is important. Where the sexual activity is non-consensual it is essential that this is immediately referred to the designated Safeguarding Children teacher, or if they are not available, the Safeguarding Children Unit of the local police force. Undertaking questioning or attempting to collect details from the student may jeopardise any potential legal action.

**Sexting**

When we were in Primary school we had no idea what selfies, apps and sexting were. Now, however, those items are very much related to the world of children and young people. Even if you're certain that children in your school would never dream of sharing explicit photos and messages, it is still important to talk to them about what sexting is and how they should deal with it if they receive an inappropriate message. It may be that children in your school do not have smart phones however, teachers and parents still need to discuss the issue of sexting with them. With internet access, children could receive a sext via app, or just be looking at a friend’s phone. Have that discussion before it ever happens so that they know they can come to you or another trusted adult. CEOP's Thinkuknow programme provides a range of free educational resource:

https://www.thinkuknow.co.uk/Teachers/Registration-Policy/
Sexuality and Sexual Orientation

Everyone has sexuality; it is made up of our personality, sensitivities and preferences. Our gender and sexual orientation are part of our sexuality. Sexual orientation denotes whom a person is attracted to. “The Secretary of State for Education and Employment is clear that teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.” (Relationship and sex Education Guidance, DfEE, July 2000)

It is important that this RSE policy equates to the school’s equal opportunities policy and recognises the entitlement of all students to appropriate sex education.

Key points to include:

- Curriculum entitlement is the same for young people whatever their sexual orientation (lesbian, gay, bi-sexual, heterosexual etc.)
- The duty of confidentiality is the same for all young people regardless of their sexual orientation.
- There is no legal restriction on teaching about lesbian and gay issues in the classroom
- Homophobic bullying is now identified as extremely common in British Schools and likely to be more severe than general bullying. These issues should be integral to the school’s anti-bullying policy and all other policies relating to the security and safety of children.

It would be useful here to include a quotation from the Guidance document. The Guidance states: “It is up to schools to make sure that the needs of all students are met in their programmes. Young people, whatever their developing sexuality, need to feel that relationship and sex education is relevant to them and sensitive to their needs.” The Secretary of State for Education and Employment is clear that “teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of sexual orientation.”

We have a duty to be honest with students/students about sexual orientation and to acknowledge it in our day-to-day dealings in school. There are many opportunities within the school curriculum to raise, respond to and discuss homophobia. It is important that the policy requires all staff and students to avoid homophobic references and challenge homophobic actions.

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23 Section 28 of the 1988 Local Government Act, which made it an offence for a local authority to ‘promote homosexuality as a pretended family relationship’ NEVER applied to schools. The issue is neither one of pro- or anti-homosexuality nor of pro- or anti-heterosexuality. It is rather one of developing understanding and supporting all young people’s sexuality
Special Educational Needs

The Education Act 1996 ensures that children and young people with special educational needs have the same entitlement to sex education as their main stream peers. Timing, methods and learning process will differ according to students' needs.

All young people, whether their special educational needs are physical or related to learning ability, are sexual beings. In the past this simple fact has been "brushed under the carpet" by many. Parents of children with special educational needs often find it difficult to acknowledge that their child(ren) will develop sexually as well as in other ways.

It is important to acknowledge the physical and emotional development of these young people and their entitlement to the same high quality RSE as all other students. Where children with special educational needs are integrated in main stream schooling the topic being covered in the lesson should, if necessary, be differentiated to meet their needs.

Young People Looked After by the Local Authority

The Children Act 1989, states that these young people should be given compensatory sex education but in practice the lack of training and guidelines for carers and social workers means that the majority do not receive this.
Appendix 7: Responding to Critical Incidents

Following the tragic and sad event at Grenfell Tower, advisers from Health Education Partnership were asked by various schools and partners if we knew of any resources and organisations that might provide support with issues such as bereavement and loss.

In addition, the terrorist incidents, both at home and abroad, raised further requests for advice regarding extremism, radicalisation and attacks.

On the following pages we have listed contact details of some agencies and, in addition, gathered guidance for schools on responding to these unforeseen events.

Guidance, training and resources

Managing Bereavement in the workplace: a good practice guide

Winston’s Wish Schools Information Pack

Child Bereavement UK: Supporting children after a frightening event

Education Support Partnership Helpline Poster: for school staff

Emotional support for children affected by a traumatic event and Post Traumatic Stress Disorder (PTSD)
http://www.huffingtonpost.co.uk/david-trickey/traumatic-events-how-chil_b_14330466.html (a blog provided by the Anna Freud Centre, by David Trickey, Clinical Psychologist specialising in children who have experienced trauma).
Some Useful Helplines

- Childline – 0800 1111 (free, 24 hours a day every day, for children under 18)
- Young Minds Parents’ Helpline - 0808 802 5544 (free, Mon – Fri 9.30 – 4.00pm)
- Samaritans – 116 123 (free, 24 hours a day every day)
- Education Support Partnership - 08000 562 561 (free, confidential helpline for school staff)
- SANEline: 0845 767 8000 (SANE works to improve the lives of everyone affected by mental illness. The helpline offers support and information to callers throughout the UK. Website www.sane.org.uk offers extensive literature on mental health subjects.)

Bereavement Organisations

Child Bereavement UK
Child Bereavement UK believes that all families should have access to the support and information they need when a child grieves or when a child dies. Through understanding their grieving process and receiving help in dealing with bereavement from appropriately trained professionals, families can learn to live with their grief and begin rebuilding their lives.

www.childbereavement.org.uk

Childhood Bereavement Network
The Childhood Bereavement Network is a national federation of organisations offering support and information to bereaved children. Their website includes a section for teachers on how to support children after experiencing a death, including some resources available to purchase.

www.childhoodbereavementnetwork.org.uk

Cruse Bereavement Care
Cruse is a national organisation dedicated to offering support to bereavement families, adults and children. Their comprehensive website provides detailed information bereavement, downloadable booklets and information leaflets. Cruse also publishes the international Bereavement Care Journal.

www.cruse.org.uk
Grief Encounter
This website contains lots of helpful online resources for bereaved children and young people, including dedicated 'kid zones' and ‘teen zones’.
www.griefencounter.org.uk

Winston’s Wish
Winston’s Wish is the leading childhood bereavement charity in the UK. Its website has has a dedicated section for schools, providing comprehensive information and resources in supporting bereavement in schools, including reading materials and guidance on how to develop a school bereavement policy.
www.winstonswish.org.uk

Further guidance and resources

The Anna Freud Centre

Primary Schools: PSHE Association’s guidance discussing a terrorist attack with children in the primary phases

Secondary Schools: PSHE Association’s framework for discussing terrorist attacks is more suited to secondary aged pupils

How to talk to children – for schools and parents
Provided by Anna Freud Centre, by two psychologists – includes examples of words to use when discussing terrorism with children of different ages and developmental stages
https://krisepsyk.no/in-english/articles/terror-media-and-children/

Winston’s Wish, a charity for bereaved children
A blog for those wanting to talk with children and young people about the recent attacks
https://www.winstonswish.org.uk/london-terror-attack-talking-tragic-events/
Tips for parents

Addressing extremism and radicalisation in PSHE education
By PSHE Subject Specialist Nick Boddington, focusing on teaching and learning with other useful links.

Local Prevent Team
Jake Butterworth
Prevent Education Officer
London Borough of Hammersmith and Fulham and the Royal Borough of Kensington and Chelsea
Room 224, Hammersmith Town Hall
Email: jake.butterworth@lbhf.gov.uk
Secure email: jake.butterworth@lbhf.gcsx.gov.uk
Tel: 0208 753 5843
Twitter: @Prevent_HF_KC

Mark Chalmers
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Email: prevent@westminster.gov.uk
Tel: 0207 641 6032.

Critical and Terrorist Incidents - what can teachers do to help?
The following advice has been adapted from information on the National Association of School Psychologists’ website - www.nasponline.org

For most children, adults can provide adequate support through the following actions:

- Remain calm and reassuring – children will take their cues from the key adults in their lives.
- Acknowledge and normalise their feelings – allow children to discuss their feelings and concerns and encourage any questions they may have about events. Listen and empathise. Let them know that others are feeling the same way and that their reactions are normal and expected.
- Maintain normal routines and expectations – these help to provide a sense of stability and security. Some immature, aggressive, oppositional behaviours are normal reactions to stress and uncertainty. It is important to maintain consistent expectations for behaviour, children need to know that the same rules still apply.
- Emphasise people’s resilience – focus on children’s competencies in terms of their daily life and at other difficult times. Help them identify what they have done in the past that helped them cope when they were frightened, worried or upset.
- Be a good listener and observer – let children guide you as to how concerned they are or how much information they need. If they are not anxious or focused on current events, do not dwell on them, but be available to answer questions to the best of your ability and in age-appropriate terms. Young children,
however, may not be able to express themselves verbally so pay attention to changes in their behaviour, play or social interactions.

- Stop bullying or harassment immediately – remind children not to pass judgment on groups of people or other people’s ideas just because they seem different. Finding ways to address the intolerance that leads to conflict and aggression can be one way to help children regain a sense of control over events.

- Encourage children to talk to you or another caring adult – emphasise that you are there to help and that they should let an adult know if they or a friend feels overwhelmed for any reason.

- Do something positive to help others in need – making a positive contribution to the community or others more closely affected by events can help people feel more in control.

- Communicate with school/home – teachers and parents should share any concerns they may have about a child, especially if a family member is on active duty.

- Take care of your own needs – talk to colleagues, friends and family, take time to deal with your own feelings, everyone feels stressed at times of crisis and uncertainty.