

# Whitecote Primary School



## PSHE Policy

November 2023

Review: November 2026

## **Rationale**

Whitecote Primary School has a key role in enabling children to meet the challenges of life by helping them to understand and value themselves, be optimistic about the future and life's possibilities, and to develop positive self-esteem and confidence to take increasing control of and responsibility for their lives and to play an active part in their communities.

## **Purpose**

At Whitecote Primary School we help children to:

- Develop self-awareness, positive self-esteem and confidence
- Make the most of their abilities
- Develop independence and responsibility
- Play an active role as members of society
- Develop a healthy lifestyle
- Learn to keep themselves and others safe
- Develop effective and satisfying relationships
- Learn to respect differences between people
- Learn to manage their feelings
- Understand the key principles of the fundamental British values

## **Guidelines**

- 1 At Whitecote Primary School, Personal, Social, Health and Economic Education is part of a whole school approach and should be happening every minute of every day through the way all staff and pupils relate and interact with one another and through the ethos of the school.
- 2 The above aims form the long-term planning framework for teaching PSHE.
- 3 The PSHE curriculum has been planned in accordance with the updated RSE guidance.
- 4 Medium term planning follows the Leeds scheme of work 'You, Me, PSHE' that has been adapted to suit the needs of our school. Each half term teachers deliver a MindMate lesson to further promote and develop mental health and wellbeing. The Foundation Stage follow PSED in 'Development Matters in the Early Years' guidance and use some of the SEAL resources during weekly circle time sessions. St John's Ambulance first aid planning is used in key stage 2.
- 5 Teachers also make cross-curricular links related to PSHE to enhance teaching.
- 6 The PSHE co-ordinator is available to give support and advice where needed.
- 7 The school's ethos of 'Inspire, Nurture, Challenge' is promoted throughout the school with weekly INC targets that support the values developed during PSHE lessons. When a child meets the INC target their names are displayed on the INC board on the wall in classrooms and one child is chosen who has met the target to get a certificate in assembly each week.
- 8 Focused weeks are organised at various times in the school year, for example, friendship week, Black History month, Safer Internet Day and Mental Health Awareness Day/Week and Enterprise fortnight. At Whitecote Primary School we celebrate Friendship Week which promotes the behaviour that we want to encourage from the children which includes developing strategies for when you fall out with friends and discussing bullying behaviour and the impact that it has for everyone involved. The aim of these weeks is to raise awareness of issues and to create a shared understanding.
- 9 During the summer term all year groups participate in Enterprise Week and each year group is given a start-up budget which they need to use to design, create, advertise, and sell a product after school to raise money. This opportunity enhances the economic education that is taught in PSHE lessons.
- 10 Teachers may also plan extra PSHE sessions in response to the needs of their class whenever necessary which could be delivered through circle time, and these will be indicated on their short-term planning.
- 11 PSHE is reported to parents in the end of year reports.
- 12 Our school participates in the Leeds 'My Health, My School' survey in years 5 and 6 in the autumn term to assess the needs of the children so that any necessary changes to the curriculum can be made before the children move up a year group.
- 13 We are a Thrive school so any children who have been identified as having gaps in their early development and needing extra support, can access an intervention to help them to overcome their barriers and make further progress.

- 14 We have therapy guinea pigs, a Gruffalo room, and a sensory room that the children can visit to support their mental health.
- 15 Our school has created a link with a local care home 'Aireview' and the children in year 3 send letters and make things for the residents. Also, they go to visit the care home to share their work and special occasions with them. The school choir also visits the care home to sing songs to the residents.

### **Ground rules**

For all children to feel safe to share their thoughts and ideas during PSHE lessons it is essential to have ground rules that everyone must follow.

1. Listen to whoever is speaking.
2. Put your thumb up if you want to speak.
3. We value all ideas.
4. We do not use anyone's name.
5. We can say pass.

### **Confidentiality**

School staff cannot offer confidentiality to children and have a responsibility to report any disclosures made to them, including comments made by children during circle time or PSHE sessions, to the Child Protection Team. School nurses can offer total confidentiality to pupils so if a disclosure is made to them whilst working with the children in our school, they do not have to pass that information on.

### **Conclusion**

This policy should be viewed in conjunction with our 'Teaching, Learning and Feedback', 'Anti-Bullying', 'Relationship and Sex Education' and 'Drug Education' policies.

**Date of policy:** November 2023

Diane Stableford (PSHCE co-ordinator)

Appendix 1 – PSHE and MindMate long term plan



PSHE and MindMate long-term plan 2023-24



	Transition days	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key events links to PSHE Whole school</b>	Student Council class representative elections years 1 – 6 (1 child per class years 1-4 and 2 children per class years 5 and 6) British Values - democracy  Create class rules School rules INC award Expectations of presentation	October Black History Month Mental Health Awareness Day	Friendship week Children in Need My Health My School survey years 5 and 6 Year 3 and 4 PE survey	Mental Health Awareness week Safer Internet Day	Comic Relief/ Sports Relief		Enterprise week Transition to high school Summer Fair
	Weekly session during story time throughout the year – discuss current affairs and what is happening the world that week using resources like First News and Newsround at an age-appropriate level						

Little Doves	Transition days						
<b>PSED</b>	<b>'Whitecote Way' which is modelled by staff and children praised for using when seen</b> Using good manners Saying please and thank you Walking round inside sharing	Getting to know you Teach the welcome song  Establishing rules and routines  Self care – fastening coats and shoes * Toilet training * Hygiene including washing hands  Keeping safe – *identifying risks and what to do (age appropriate) *People who help them  Healthy eating – *eating a variety of different fruits and vegetables during snack time *Using knives, forks, and spoons *Drinking using cups without lids  Making relationships – sharing and turn taking  Emotions - learn the emotions song which is adapted from 'If you're happy and you know if clap your hands!' introducing different emotions	Learning ours and our friends' names by singing I wonder what your name is I wonder if you know...  Becoming independent in following rules and routines.  Self care – fastening coats and shoes *Toilet training * Hygiene including washing hands  Keeping safe – *Toilet training * Hygiene including washing hands  Keeping safe – *identifying risks and what to do (age appropriate) *People who help them  Healthy eating – *eating a variety of different fruits and vegetables during snack time *Special times of the year e.g., Bonfire Night *People who help them Healthy eating – *eating a variety of different fruits and vegetables during snack time *Using knives, forks, and spoons *Drinking using cups without lids  Making relationships – sharing and turn taking  Emotions - learn the emotions song which is adapted from 'If you're happy and you know if clap your hands!' introducing different emotions	Getting to know you Teach the welcome song  Establishing rules and routines  Self care – fastening coats and shoes *Toilet training * Hygiene including washing hands  Keeping safe – *identifying risks and what to do (age appropriate) *People who help them  Healthy eating – *eating a variety of different fruits and vegetables during snack time *Using knives, forks, and spoons *Drinking using cups without lids  Making relationships – sharing and turn taking  Emotions - learn the emotions song which is adapted from 'If you're happy and you know if clap your hands!' introducing different emotions	Learning ours and our friends' names by singing I wonder what your name is I wonder if you know...  Becoming independent in following rules and routines.  Self care – fastening coats and shoes *Toilet training * Hygiene including washing hands  Keeping safe – *Toilet training * Hygiene including washing hands  Keeping safe – *identifying risks and what to do (age appropriate) *People who help them  Healthy eating – *eating a variety of different fruits and vegetables during snack time *People who help them Healthy eating – *eating a variety of different fruits and vegetables during snack time *Planting, growing, and cooking foods to make... *Using knives, forks, and spoons *Drinking using cups without lids  Making relationships – sharing and turn taking  Emotions - sing the emotions song	Getting to know you Teach the welcome song  Establishing rules and routines  Self care – fastening coats and shoes *Toilet training * Hygiene including washing hands  Keeping safe – *identifying risks and what to do (age appropriate) *Keeping safe in the sun *People who help them  Healthy eating – *eating a variety of different fruits and vegetables during snack time *Using knives, forks, and spoons *Drinking using cups without lids  Making relationships – sharing and turn taking  Emotions - learn the emotions song which is adapted from 'If you're happy and you know if clap your hands!' introducing different emotions	Learning ours and our friends' names by singing I wonder what your name is I wonder if you know...  Becoming independent in following rules and routines.  Self care – fastening coats and shoes *Toilet training * Hygiene including washing hands  Keeping safe – *Toilet training * Hygiene including washing hands  Keeping safe – *identifying risks and what to do (age appropriate) *People who help them  Healthy eating – *eating a variety of different fruits and vegetables during snack time *Keeping safe in the sun *People who help them Healthy eating – *eating a variety of different fruits and vegetables during snack time *Planting, growing, and cooking foods to make... *Using knives, forks, and spoons *Drinking using cups without lids  Making relationships – sharing and turn taking  Emotions - sing the emotions song

Nursery	Transition days	At home...	In the woods...	In a winter wonderland...	At the farm...	In the garden...	At the seaside...
<b>PSED</b>	<p>'Whitecote Way' which is modelled by staff and children praised for using when seen</p> <p>Using good manners</p> <p>Saying please and thank you</p> <p>Walking round school</p> <p>Holding doors open</p>	<p><b>EYFS Development Matters PSED</b></p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling.</p> <p>Getting to know my friends...</p> <p>Name Games</p> <p><b>My Birthday</b> How do you celebrate your birthday?</p> <p>Share birthday pictures.</p> <p>Introduce the Colour Monster</p>	<p><b>EYFS Development Matters PSED</b></p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Bonfire Safety Rules</p> <p>Remembrance Day</p> <p>Make Poppies and Wreaths</p> <p><b>Colour Monster</b></p> <p>Sadness and Happiness</p> <p>What makes you feel sad/happy? Add ideas to the display</p> <p>calm - What makes us calm?</p> <p>Anger - What makes you feel angry?</p> <p>Fear - What makes us feel scared?</p> <p>Love - What makes us feel loved?</p>	<p><b>New Year's Resolution</b> What is a resolution? Share ideas. What would you like to get better at? Adult to scribe ideas on a tag and child to peg to tree.</p> <p><b>EYFS Development Matters PSED</b></p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Increasingly follow rules, understanding why they are important. What are the class rules? Refer to INC posters on wall. Why do we have rules? To keep us safe and happy.</p> <p><b>Colour Monster Happy</b> - Make a sensory Happy Bottle</p> <p>What makes you happy?</p> <p>The Colour Monster Goes to School</p> <p>Love - Valentine's Day</p>	<p><b>Lent</b> Discuss how Christians like to challenge themselves to give something up that they really like/ they also try and do things that are extra kind, to be a better person</p> <p>What would you give up?</p> <p>What could you do to be extra kind to others?</p> <p><b>Special occasions - weddings</b> Who has been to a wedding? What happens at a wedding? Ways that people celebrate weddings around the world. Why do people get married? Who can get married? How do we show love to people?</p> <p><b>Caring for animals</b></p> <p>colour monster love.</p> <p>Who has pets? How do you look after them?</p> <p>What do they need?</p> <p>What do you think our chicks need?</p> <p>Show images and discuss why they need us. Meet farm animals</p> <p>New life/ how have we grown and changed</p>	<p>Looking after living things – minibeasts</p> <p>Importance of tidying up</p> <p>Settling in...</p> <p>Name Game</p> <p>Who is in your family?</p> <p>Family Books</p> <p><b>Class Rules</b> Refer to displayed rules</p> <p><b>Focus</b> Sharing/Taking turns</p> <p>Refer to bikes</p> <p>Stealing</p> <p>Jack steals things from the classroom</p> <p>Set up camera etc</p> <p>Celebrations - Eid – Is there a member of staff or a parent that could come and talk to the children about Eid? Henna painting on hands using face paint ( permission needed )</p> <p><b>Sun safety</b></p>	

Reception	Transition days	Me and My Place in the World	Festivals and celebrations	Brilliant Bramley (real life superheroes in the community)	All around the world	Life in the past	Animals and their homes
<b>PSED</b>	<p><b>'Whitecote Way' which is modelled by staff and children praised for using when seen</b></p> <p>Using good manners Saying please and thank you Walking round school Holding doors open</p> <p><b>Behaviour</b></p> <p>-Use 'What We'll Build' – explain how we will build a classroom linked to below</p> <p>-Classroom Rules – behaviour, Whitecote Way, looking after things, tidying up – <i>reinforced all year in new areas of provision</i></p> <p>-Lining up and Transition Rules</p>	<p><b>Circle time sessions</b></p> <p>Skills and rules Introduction to feelings Special people Understanding feelings Emotions Looking after our things Friendships Changes</p> <p><b>Healthy Lifestyles</b></p> <p>-Washing hands as part of routines – toileting, dinner, etc.</p> <p><b>Feelings and Emotions</b></p> <p>-Feelings – linked to Colour Monster Goes to School</p> <p><b>School Induction</b></p> <p>-Special friendships with others -Special people to us in and out of school: staff, family, friends</p> <p>Classroom rules/routines</p>	<p><b>Circle time sessions</b></p> <p>Bonfire night</p> <p>Diwali</p> <p><b>Friendships and Relationships</b></p> <p>-Falling out - sharing, taking turns</p> <p>New situations</p> <p>Christmas</p> <p><b>Healthy Lifestyles:</b></p> <p><b>Eating</b></p> <p>-Impact of healthy eating on our bodies -Making healthy snacks</p>	<p><b>Circle time sessions</b></p> <p>Superheroes - introduction</p> <p>Superheroes in the community who help us</p> <p>Super families</p> <p>Special places</p>	<p><b>Circle time sessions</b></p> <p>Belonging and possession – Goldilocks</p> <p>Belonging, hard work and feelings – The Gingerbread Man</p> <p>Teamwork – The Enormous Turnip</p> <p>Stranger Danger – The Three Little Pigs</p> <p>Belonging, right and wrong – Jack and the Beanstalk</p> <p>Belonging, right and wrong – Red Riding Hood</p> <p>Being aware of other people's feelings – Three Billy Goats Gruff</p>	<p><b>Circle time sessions</b></p> <p>Holidays</p> <p>Special places</p> <p>Safety – people who help us Pond animals and water staying safe near water</p> <p>Keeping myself safe</p> <p>Coping with unexpected change</p> <p>'You, Me, PSHE' - Drug wise - Safe and unsafe everyday substances found in our homes (6 lessons)</p>	<p><b>Feelings and Emotions</b></p> <p>Minibeasts</p> <p>Worries and feelings</p> <p>Change and transition</p>

Year 1	Transition days	Castles	Travel, Transport and Explorers	The Seaside (Victorians)
<p><b>You, Me, PSHE</b></p>	<p>'Whitecote Way' which is modelled by staff and children praised for using when seen Using good manners Saying please and thank you Walking round school Holding doors open</p> <p>The importance of permission seeking and giving in relationships with friends, peers and adults need to speak about low level permission seeking e.g., borrowing things, taking photos, holding hands etc</p> <p>Expect Respect lesson 'Friends, Secrets and People Who Can Help us'</p>	<p><b>Physical Health &amp; Wellbeing:</b> Fun times</p> <ul style="list-style-type: none"> <li>about food that is associated with special times, in different cultures</li> <li>about active playground games from around the world</li> </ul> <p><b>Keeping safe and managing risk:</b> Feeling Safe</p> <ul style="list-style-type: none"> <li>safety in familiar situations</li> <li>about personal safety</li> <li>about people who help keep them safe outside the home</li> <li>NSPCC pants lesson</li> <li>focus on who to trust bad touches could be from someone who they perceive is a friend/can trust</li> </ul>	<p><b>Identify, society and others:</b> me &amp; others</p> <ul style="list-style-type: none"> <li>about what makes themselves and others special</li> <li>about roles and responsibilities at home and school</li> <li>about being co-operative with others</li> <li>understanding self-respect</li> <li>recognising the Importance of self-respect and how this links to their own happiness.</li> </ul> <p><b>Drugs, alcohol, and Tobacco:</b> What do we put in our bodies?</p> <ul style="list-style-type: none"> <li>about what can go into bodies and how it can make people feel</li> <li>about what can go on to bodies and how it can make people feel</li> </ul>	<p><b>Physical Health &amp; Wellbeing:</b> Fun times (continued) about sun-safety</p> <p><b>Mental Health and emotional well-being</b></p> <p>Feelings</p> <ul style="list-style-type: none"> <li>about different types of feelings</li> <li>about managing different feelings</li> <li>about change or loss and how this can feel</li> </ul> <p><b>Careers/financial</b> My Money</p> <ul style="list-style-type: none"> <li>about where money comes from and making choices when spending money</li> <li>about saving money and how to keep it safe</li> <li>about the different jobs people do</li> </ul>
<p><b>Mind Mate</b></p>	<p>Expect Respect lesson 'Friends, Secrets and People Who Can Help us'</p>	<p><b>Feeling Good and Being Me</b></p> <ul style="list-style-type: none"> <li>think about themselves &amp; the different feelings they have</li> <li>develop a vocabulary to describe their feelings to others &amp; simple strategies for managing feelings</li> </ul> <p><b>Friend &amp; family:</b></p> <ul style="list-style-type: none"> <li>identify &amp; talk about times when people feel happy</li> <li>learn to communicate their feelings to others</li> <li>recognise how others show feelings &amp; know how to respond</li> </ul>	<p><b>Life Changes</b></p> <ul style="list-style-type: none"> <li>learn how to communicate their feelings about new experiences to others</li> <li>recognise how others show feelings &amp; know how to respond</li> </ul> <p><b>Strong Emotions</b></p> <ul style="list-style-type: none"> <li>recognise what is fair &amp; unfair, kind &amp; unkind, what is right &amp; wrong</li> <li>learn what to do when someone is unfair or unkind</li> </ul>	<p><b>Being the Same &amp; Being Different:</b></p> <ul style="list-style-type: none"> <li>recognise that everyone is different begin to learn about empathy</li> </ul> <p><b>Setting Targets &amp; Goals</b></p> <ul style="list-style-type: none"> <li>learn how to play &amp; work co-operatively with others</li> <li>understand that people often need to play / work together to reach a shared outcome</li> </ul>
<p>ICT online safety lessons</p>		<p><b>PIXL - The internet</b></p> <ul style="list-style-type: none"> <li>-exploring the internet</li> <li>Facts and opinions</li> <li>Personal information</li> <li>Trusted adult</li> </ul>		

Year 2		London	The Arctic	Space
<p><i>You, Me, PSHE</i></p>	<p>'Whitecote Way' which is modelled by staff and children praised for using when seen Using good manners Saying please and thank you Walking round school Holding doors open The importance of permission seeking and giving in relationships with friends, peers and adults need to speak about low level permission seeking e.g., borrowing things, taking photos, holding hands etc Expect Respect lesson 'Gender, Careers and Assumptions'</p>	<p><b>Physical health and wellbeing: What keeps me healthy.</b></p> <ul style="list-style-type: none"> <li>• about eating well</li> <li>• about the importance of physical activity, sleep, and rest</li> <li>• about people who help us to stay healthy and well and about basic health and hygiene routines</li> </ul> <p><b>Mental health and emotional wellbeing: Friendship</b></p> <ul style="list-style-type: none"> <li>• the importance of special people in their lives</li> <li>• making friends and who can help with friendships</li> <li>• solving problems that might arise with friendships</li> <li>• how to seek advice and help from others if needed</li> </ul>	<p><b>Identity, society and equality: Celebrating difference.</b></p> <ul style="list-style-type: none"> <li>• Pupils learn about valuing the similarities and differences between themselves and others</li> <li>• Pupils learn about what is meant by community</li> <li>• Pupils learn about belonging to groups</li> </ul> <p><b>Drug, alcohol, and tobacco education: Medicines and me.</b></p> <ul style="list-style-type: none"> <li>• why medicines are taken</li> <li>• where medicines come from</li> <li>• about keeping themselves safe around medicines</li> </ul>	<p><b>Keeping safe and managing risk: Indoors and outdoors</b></p> <ul style="list-style-type: none"> <li>• about keeping safe in the home, including fire safety</li> <li>• about keeping safe outside</li> <li>• about road safety</li> </ul> <p><b>Relationship and Sex education: Boys and girls, families</b></p> <ul style="list-style-type: none"> <li>• about growing from young to old and that they are growing and changing</li> <li>• that everybody needs to be cared for and ways in which they care for others</li> <li>• about different types of family and how their home-life is special</li> </ul>
<p><i>Mind Mate</i></p>	<p>Using good manners Saying please and thank you Walking round school Holding doors open The importance of permission seeking and giving in relationships with friends, peers and adults need to speak about low level permission seeking e.g., borrowing things, taking photos, holding hands etc Expect Respect lesson 'Gender, Careers and Assumptions'</p>	<p><b>Feeling good and being me: celebrate strengths</b></p> <ul style="list-style-type: none"> <li>• learn from their experiences recognise &amp; celebrate their strengths</li> <li>• set simple but challenging goals</li> </ul> <p><b>Friends and family: impact of behaviour on others</b></p> <ul style="list-style-type: none"> <li>• recognise how their behaviour affects other people</li> <li>• understand the importance of being co-operative with others</li> </ul>	<p><b>Life changes: Loss; Losing loved object/pet/person</b></p> <ul style="list-style-type: none"> <li>• learn about change &amp; loss &amp; the associated feelings (including moving home, losing toys, pets or friends)</li> <li>• understand how it feels to lose something special describe times when people might feel loss</li> </ul> <p><b>Strong emotions: Comfortable &amp; uncomfortable feelings</b></p> <ul style="list-style-type: none"> <li>• describe how it feels to be sad/unhappy</li> <li>• express &amp; share feelings of unhappiness</li> </ul>	<p><b>Being the same and being different: Beginning to understand empathy</b></p> <ul style="list-style-type: none"> <li>• start to understand empathy</li> <li>• start to empathise with others &amp; how they may be feeling</li> </ul> <p><b>Solving problems (making it better): Not giving up/ Perseverance</b></p> <ul style="list-style-type: none"> <li>• learn how to play &amp; work co-operatively with others</li> <li>• understand that people often need to play / work together to reach a shared outcome</li> <li>• reflect on &amp; celebrate their achievements</li> <li>• identify their strengths &amp; areas for improvements</li> </ul>
<p>ICT online safety lessons</p>		<p><b>PiXL – enjoying the internet</b></p> <ul style="list-style-type: none"> <li>-asking for help</li> <li>-chatting online</li> <li>-being a good friend online</li> <li>-top tips for staying safe online</li> </ul>		

Year 3	Stone Age to the Iron Age	Egyptians	Ancient Greece
Throughout the year – intergenerational project with Aireview care home			
<p><b>You, Me, PSHE</b></p> <p>'Whitecote Way' which is modelled by staff and children praised for using when seen Using good manners Saying please and thank you Walking round school Holding doors open The importance of permission seeking and giving</p>	<p><b>Physical health and wellbeing: What helps me choose</b></p> <ul style="list-style-type: none"> <li>about making healthy choices about food and drinks</li> <li>about how branding can affect what foods people choose to buy</li> <li>about keeping active and some of the challenges of this</li> </ul> <p><b>Keeping Safe: Bullying—see it, say it, stop it</b></p> <ul style="list-style-type: none"> <li>to recognise bullying and how it can make people feel</li> <li>about different types of bullying and how to respond to incidents of bullying</li> <li>about what to do if they witness bullying</li> </ul>	<p><b>Careers, financial capability, and economic wellbeing: Saving, spending, and budgeting</b></p> <ul style="list-style-type: none"> <li>about what influences people's choices about spending and saving money</li> <li>how people can keep track of their money</li> <li>about the world of work</li> </ul> <p><b>Drug, alcohol, and tobacco education: Tobacco is a drug</b></p> <ul style="list-style-type: none"> <li>the definition of a drug and that drugs (including medicines) can be harmful to people</li> <li>about the effects and risks of smoking tobacco and second-hand smoke</li> <li>about the help available for people to remain smoke free or stop smoking</li> </ul> <p><b>First Aid (St John's ambulance lesson plans)</b></p> <p>Calling for help, Head injuries and Bites and stings</p>	<p><b>Sex and relationship education: Boys and girls, families</b></p> <ul style="list-style-type: none"> <li>to understand and respect the differences and similarities between people</li> <li>about the biological differences between male and female animals and their role in the life cycle</li> <li>the biological differences between male and female children</li> </ul> <p><b>Mental health and emotional wellbeing: Strengths and challenges</b></p> <ul style="list-style-type: none"> <li>about celebrating achievements and setting personal goals</li> <li>about dealing with put-downs</li> <li>about positive ways to deal with set-backs</li> <li>talk about self-respect.</li> </ul> <p>Recognise the importance of self-respect and how this links to their own happiness.</p>
<p><b>Mind Mate</b></p> <p>in relationships with friends, peers and adults need to speak about low level permission seeking e.g., borrowing things, taking photos, holding hands etc Expect Respect lesson 'Resolving conflict and where to get help'</p>	<p><b>Feeling good &amp; being me: Goals and aspirations</b></p> <ul style="list-style-type: none"> <li>reflect on &amp; celebrate their achievements &amp; identify their strengths</li> <li>identify areas for improvement &amp; set high aspirations &amp; goals</li> </ul> <p><b>Friends &amp; Family: Unkind behaviours</b></p> <ul style="list-style-type: none"> <li>recognise what is fair &amp; unfair, kind &amp; unkind, what is right &amp; wrong</li> <li>recognise when people are being unkind either to them or others</li> <li>learn what to do when someone is unfair or unkind</li> </ul>	<p><b>Life Changes: New faces/ new routines</b></p> <ul style="list-style-type: none"> <li>understand the importance of being co-operative with others</li> <li>understand that change happens &amp; can be challenging</li> <li>understand that adapting to change is key to developing emotional wellbeing</li> </ul> <p><b>Strong emotions: Introducing strong emotions, including anger</b></p> <ul style="list-style-type: none"> <li>recognise that that they may experience strong emotions such as anger</li> <li>learn there are ways to cope with these strong emotions</li> </ul>	<p><b>Being the same, being different: Differing opinions</b></p> <ul style="list-style-type: none"> <li>learn how to play &amp; work co-operatively with others</li> <li>understand that people often need to play / work together to reach a shared outcome</li> <li>share their opinions on things that matter to them</li> <li>Use the word respect</li> </ul> <p><b>Solving Problems /dealing with difficult situations</b></p> <ul style="list-style-type: none"> <li>understand that people often need to play / work together to reach a shared outcome even when they disagree</li> <li>begin to understand empathy &amp; why people can be different (in behaviour &amp; image)</li> </ul>
<p>ICT online safety lessons</p>	<p><b>PIXL – enjoying the internet (Y3/4 1-5)</b></p> <ul style="list-style-type: none"> <li>being SMART with a heart</li> <li>communicating online</li> <li>being a good friend online</li> <li>online bullying</li> </ul>		

Year 4		The Romans	The Anglo Saxons	Haworth
		<b>School linking project</b>		
<b>You, Me, PSHE</b>	<p>'Whitecote Way' which is modelled by staff and children praised for using when seen</p> <p>Using good manners</p> <p>Saying please and thank you</p> <p>Walking round school</p> <p>Holding doors open</p> <p>The importance of permission seeking and giving in relationships with friends, peers and adults need to speak about low level permission seeking e.g., borrowing things, taking photos, holding hands etc</p> <p>Expect Respect lesson 'Excuse and responsibility'</p>	<p><b>Physical health and wellbeing: What is important to me?</b></p> <ul style="list-style-type: none"> <li>• why people may eat or avoid certain foods (religious, moral, cultural or health reasons)</li> <li>• about other factors that contribute to people's food choices (such as ethical farming, fair trade, and seasonality)</li> </ul> <p><b>Keeping safe and managing risk: Playing safe</b></p> <ul style="list-style-type: none"> <li>• how to be safe in their computer gaming habits</li> <li>• about keeping safe near roads, rail, water, building sites and around fireworks</li> <li>• about what to do in an emergency and basic emergency first aid procedures</li> </ul> <p><b>First Aid (St John's ambulance lesson plans)</b></p> <p>Calling for help and Head injuries (recap from y3) and Asthma</p>	<p><b>Identity, society, and equality: Democracy</b></p> <ul style="list-style-type: none"> <li>• about Britain as a democratic society</li> <li>• about how laws are made</li> <li>• learn about the local council</li> </ul> <p><b>Drug, alcohol, and tobacco education: Making choices</b></p> <ul style="list-style-type: none"> <li>• that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them</li> <li>• about the effects and risks of drinking alcohol</li> <li>• about different patterns of behaviour that are related to drug use</li> </ul>	<p><b>Mental health and emotional wellbeing: dealing with feelings</b></p> <ul style="list-style-type: none"> <li>• about a wide range of emotions and feelings and how these are experienced in the body</li> <li>• about times of change and how this can make people feel</li> <li>• about the feelings associated with loss, grief, and bereavement</li> </ul> <p><b>Physical health and wellbeing: In the media</b></p> <ul style="list-style-type: none"> <li>• that messages given on food adverts can be misleading</li> <li>• about role models</li> <li>• about how the media can manipulate images and that these images may not reflect reality</li> </ul> <p><b>Relationship and sex education: Growing up and changing (one off lesson)</b></p> <ul style="list-style-type: none"> <li>• about menstruation</li> <li>• importance of physical hygiene and strategies for managing this</li> </ul>
<b>Mind Mate</b>		<p><b>Feeling Good and Being Me: Intensity of feelings</b></p> <ul style="list-style-type: none"> <li>• extend their vocabulary to enable them to explain both the range &amp; intensity of their feelings to others</li> <li>• recognise &amp; respond appropriately to a wider range of feelings in others</li> </ul> <p><b>Friends and Family: Skills to maintain &amp; keep positive relationships</b></p> <ul style="list-style-type: none"> <li>• recognise what constitutes a positive, healthy relationship</li> <li>• develop the skills to form &amp; maintain positive &amp; healthy relationships</li> </ul>	<p><b>Life Changes: Positive &amp; negative effects on emotional wellbeing &amp; mental health</b></p> <ul style="list-style-type: none"> <li>• name some factors, including changes, that can affect people's emotional wellbeing &amp; that feeling different emotions is a part of life</li> <li>• understand that everyone's mental health &amp; change can change over time</li> </ul> <p><b>Strong Emotions: Resisting pressure</b></p> <ul style="list-style-type: none"> <li>• know that people can experience conflicting emotions at different times, such as times of loss &amp; change, stress, anxiety &amp; recognise when &amp; how to ask for help</li> <li>• use basic techniques for resisting pressure to do something dangerous, unhealthy and so on</li> </ul>	<p><b>Being the same, being different: Know actions affect themselves &amp; others</b></p> <ul style="list-style-type: none"> <li>• understand that their actions affect themselves &amp; others</li> <li>• develop self-awareness, doing the right thing</li> <li>• learn the connection between discrimination &amp; uncomfortable feelings</li> <li>• second film clip is about bullying</li> </ul> <p><b>Solving problems/ Making it better: Coping with difficult situations</b></p> <ul style="list-style-type: none"> <li>• recognise that, at times, they may experience</li> <li>• conflicting emotions understand more about managing their emotions</li> </ul>
ICT online safety lessons		<p><b>PIXL (Y3/4 6-10) – sharing information online</b></p> <ul style="list-style-type: none"> <li>-online gaming</li> <li>-Reliability of online information</li> <li>-looking after ourselves online</li> <li>-digital wellbeing review</li> </ul>		

Year 5		The Vikings	Kings and Queens	Earth and Space
You, Me, PSHE	<p>'Whitecote Way' which is modelled by staff and children praised for using when seen</p> <p>Using good manners</p> <p>Saying please and thank you</p> <p>Walking round school</p> <p>Holding doors open</p> <p>The importance of permission seeking and giving in relationships with friends, peers and adults need to speak about low level permission seeking e.g., borrowing things, taking photos, holding hands etc</p>	<p><b>Careers, financial capability, and economic wellbeing:</b></p> <p><b>Borrowing and earning money</b></p> <ul style="list-style-type: none"> <li>that money can be borrowed but there are risks associated with this</li> <li>about enterprise</li> <li>what influences people's decisions about careers</li> </ul> <p><b>Keeping safe and managing risk: When things go wrong</b></p> <ul style="list-style-type: none"> <li>about keeping safe online</li> <li>that violence within relationships is not acceptable</li> <li>Look at other issues relating to unhappy/unsafe family relationships (high- and low-level issues)</li> <li>about problems that can occur when someone goes missing from home</li> <li>Focus in on the link between online posts/photos and cyberbullying</li> </ul> <p><b>First Aid (St John's ambulance lesson plans)</b></p> <p>Calling for help and Head injuries (recap from y3/4) and Bleeding</p>	<p><b>Identity, society, and equality: Stereotypes, discrimination and prejudice including tackling homophobia</b></p> <ul style="list-style-type: none"> <li>about stereotyping, including gender stereotyping</li> <li>about prejudice and discrimination and how this can make people feel</li> </ul> <p><b>Drug, alcohol, and tobacco education: Different influences</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha, and cannabis</li> <li>about different influences on drug use – alcohol, tobacco, and nicotine products</li> </ul> <p>strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol</p>	<p><b>Relationship and sex education: Growing up and changing</b></p> <ul style="list-style-type: none"> <li>about the way we grow and change throughout the human lifecycle</li> <li>the physical changes associated with puberty</li> <li>about menstruation and wet dreams</li> <li>about the impact of puberty in physical hygiene and strategies for managing this</li> <li>how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</li> <li>strategies to deal with feelings in the context of relationships</li> <li>to answer each other's questions about puberty with confidence, to seek support and advice when they need it</li> <li>that contraception can be used to stop a baby from being conceived</li> </ul>
		<p><b>Feeling good and being me: self-belief</b></p> <ul style="list-style-type: none"> <li>develop self-awareness, doing the right thing</li> <li>understanding that their actions affect themselves &amp; others</li> </ul> <p><b>Friends and family: unhealthy friendships and relationships</b></p> <ul style="list-style-type: none"> <li>recognise ways in which a relationship can be unhealthy &amp; who to talk to if they need support</li> <li>know what positively &amp; negatively affects their physical, mental &amp; emotional health</li> </ul>	<p><b>Life Changes: Aspirations to manage change positively</b></p> <ul style="list-style-type: none"> <li>learn that different people respond differently to different changes</li> <li>learn that some people find change easier than others</li> <li>find out that there are things they can do that help them cope with or accept change</li> </ul> <p><b>Strong emotions: Strong emotions and mental health</b></p> <ul style="list-style-type: none"> <li>define what is meant by 'mental health' &amp; can identify what mental health looks like</li> <li>recognise the link between strong emotions &amp; poor mental health &amp; develop protective strategies</li> <li>recognise that anyone can be affected by poor mental health</li> <li>identify the appropriate language to use to describe mental health</li> <li>know what people can do to support their mental health &amp; where people can get help</li> </ul>	<p><b>Being the same and being different: Stigma</b></p> <ul style="list-style-type: none"> <li>learn about stereotyping, including gender stereotyping</li> <li>know that stereotypes exist for different groups &amp; can explain what is meant by the word 'stereotype'</li> </ul> <p><b>Solving Problems:</b> Talking it through, restorative justice</p> <ul style="list-style-type: none"> <li>develop an awareness &amp; understanding of the role peers can play in supporting one another including restorative approaches</li> </ul>
ICT online safety lessons		<p><b>PIXL (Y5/6 lessons 1-5) – being SMART online</b></p> <ul style="list-style-type: none"> <li>online friendships</li> <li>being a good digital citizen</li> <li>online wellbeing</li> <li>online scams</li> </ul>		

Year 6		Industrial Revolution	World War II	Best of British
You, Me, PSHE	<p>'Whitecote Way' which is modelled by staff and children praised for using when seen</p> <p>Using good manners</p> <p>Saying please and thank you</p> <p>Walking round school</p> <p>Holding doors open</p> <p>The importance of permission seeking and giving in relationships with friends, peers and adults need to speak about low level permission seeking e.g., borrowing things, taking photos, holding hands etc</p>	<p><b>Mental health and emotional wellbeing: Healthy minds</b></p> <ul style="list-style-type: none"> <li>what mental health is</li> <li>about what can affect mental health and some ways of dealing with this</li> <li>about everyday ways to look after mental health</li> <li>about the stigma and discrimination that can surround mental health</li> </ul> <p><b>Keeping safe and managing risks: Keeping safe out and about</b></p> <ul style="list-style-type: none"> <li>about feelings of being out and about in the local area with increasing independence</li> <li>about recognising and responding to peer pressure</li> <li>about the consequences of anti-social behaviour (including gangs and gang related behaviour)</li> </ul> <p><b>First Aid (St John's ambulance lesson plans)</b></p> <ul style="list-style-type: none"> <li>Calling for help and head injuries (recap y3/4/5)</li> <li>Choking</li> </ul>	<p><b>Identity, society, and equality: Human rights</b></p> <ul style="list-style-type: none"> <li>about people who have moved to Leeds from other places, (including the experience of refugees)</li> <li>about human rights and the UN Convention on the Rights of the Child</li> <li>about homelessness</li> </ul> <p><b>Drug, alcohol, and tobacco education: Weighing up the risk</b></p> <ul style="list-style-type: none"> <li>about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines, and other legal and illegal drugs</li> <li>about assessing the level of risk in different situations involving drug use</li> <li>about ways to manage risk in situations involving drug use</li> </ul>	<p><b>Sex and relationship education: Healthy relationships/ How a baby is made</b></p> <ul style="list-style-type: none"> <li>about the changes that occur during puberty</li> <li>to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</li> <li>what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</li> <li>about human reproduction in the context of the human lifecycle</li> <li>how a baby is made and grows (conception and pregnancy)</li> <li>about roles and responsibilities of carers and parents</li> <li>to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it</li> <li>that contraception can be used to stop a baby from being conceived</li> <li>talk about what marriage is and include civil partnerships</li> </ul> <p><b>Keeping safe and managing risk: FGM</b></p> <ul style="list-style-type: none"> <li>about the importance for girls to be protected against FGM</li> </ul>
		<p><b>Feeling good and being me: self-integrity</b></p> <ul style="list-style-type: none"> <li>know what positively &amp; negatively affects their physical,</li> <li>mental &amp; emotional health, including the media</li> <li>discuss self-respect</li> <li>recognise the importance of self-respect and how this links to their own happiness.</li> </ul> <p><b>Friends and family: celebrating friendship</b></p> <ul style="list-style-type: none"> <li>recognise what constitutes a positive, healthy relationship &amp;</li> <li>develop the skills to form &amp; maintain positive &amp; healthy relationships</li> </ul>	<p><b>Life changes: moving on</b></p> <ul style="list-style-type: none"> <li>learn that major life changes can be fun &amp; exciting, at the same time as being daunting for some</li> <li>talk about moving on to secondary school</li> <li>recognise &amp; respond appropriately to a wider range of feelings in others</li> </ul> <p><b>Strong emotions: happiness</b></p> <ul style="list-style-type: none"> <li>deepen their understanding of comfortable feelings &amp; extend their vocabulary to enable them to explain both the range &amp; intensity of their feelings to others</li> <li>recognise &amp; respond appropriately to a wider range of feelings in others</li> <li>know when they might need to listen to their emotions in order to move on</li> </ul>	<p><b>Being the same, being different: body image/social media</b></p> <ul style="list-style-type: none"> <li>recognise how images &amp; campaigns in the media &amp; social media do not always reflect reality &amp; can affect how people feel about themselves e.g., body image, eating issues</li> <li>share their opinions on things that matter to them &amp; explain their views through discussions with one other person &amp; the whole class</li> </ul> <p><b>Solving problems/ Making it better: Winning, what does it take?</b></p> <ul style="list-style-type: none"> <li>identify ways that people can look after their mental health understand the importance of being healthy physically,</li> <li>emotionally &amp; mentally</li> </ul>
ICT online safety lessons		<p><b>PIXL (Y5/6 lessons 6-10) – online reputation</b></p> <ul style="list-style-type: none"> <li>-online gaming</li> <li>-Online trust</li> <li>-digital debate</li> <li>-digital dilemmas</li> </ul>		