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Engage Academy

PSHE Policy

September 2022



Nurturing inclusive learning communities



1	Summary	PSHE Policy			
2	Responsible person	Gemma Fellows			
3	Accountable ELT member	Alison Ward			
4	Applies to	All Staff			
5	Trustees and/or individuals who have overseen development of this policy	Executive Leadership Team			
6	Headteachers/Service Heads who were consulted and have given approval (if applicable)	Alison Ward			
7	Equality impact analysis completed	Policy Screened	Y/N	Template completed	Y/N
8	Ratifying committee(s) and date of final approval	Executive Leadership Team			
9	Version	1.0			
10	Available on	Every	Y/N	Trust Website	Y/N
				Academy Website	Y/N
				Staff Portal	Y/N
11	Related documents (if applicable)	Behaviour policy and procedures RSHE Policy Safeguarding and Child Protection Anti-bullying policy and procedures			
12	Disseminated to	All Engage Academy			
13	Date of implementation (when shared)	September 2022			
14	Date of next formal review	September 2024			
15	Consulted with Recognised Trade Unions	N/A			
16	Adopted by Ethos Academy Trust following consultation	N/A			

Date	Version	Action	Summary of changes
15/11/2022	1.1	Review	Policy review

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1. Aims

Personal, social, health and economic (PSHE) education is a non-statutory but important and necessary part of all pupils' education (Department for Education, 2020).

At Engage Academy we have high expectations of our pupils and strive to ensure that every young person achieves academically, socially and personally through our school ethos and values of leading with integrity, thinking innovatively, encouraging freedom and responsibility, celebrating achievement and improving continuously. Our PSHE programme (called 'Personal Development' in the school curriculum), is rooted in our school values, aims to equip each child with a sound understanding of risk and the knowledge and skills required to safely and successfully make informed decisions that will aid them in navigating their way through life whilst at school and for the years that follow.

We recognise that PSHE can encompass many areas of study and so our programme draws on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

We continue to tailor our PSHE programme to best reflect the needs of our current children in school through:

1. Promoting their spiritual, moral, cultural, mental and physical development
2. Preparing them for the opportunities, responsibilities and experiences of later life. (Education Act 2002/ Academies Act 2010)
3. The use of student and parent/carer voice

The teaching of PSHE supports our Trust values: Leading with Integrity, Improving Continuously, Celebrating Achievement, Encouraging Freedom and Responsibility and Thinking Innovatively.

2. Statutory requirements

PSHE is a non-statutory subject. However, to support all young people to stay safe and prepare for life in modern Britain, there are aspects of it we are required to teach. Upon statutory guidance that came into effect from September 2020, and in line with the Education and Inspections Act 2006 that places a duty on Governing Bodies 'to promote the wellbeing of pupils at the school', our PSHE curriculum will include:

1. Relationships and sex education (RSE)
2. Health education

Both of these statutory elements fall under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance. You can access our RSE Policy on our

website which details a parent's right to withdraw their child from certain aspects of RSE which do not form part of the science national curriculum. This policy also complies with the terms of our funding agreement.

We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)

We must teach health education under the same statutory guidance

3. Content and delivery

See attached PSHE Curriculum document.

4. Roles and responsibilities

4.1 The Executive Leadership Team

The Executive Leadership Team will approve the PSHE policy, and hold the head teacher to account for its implementation.

4.2 The Head Teacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

Delivering PSHE in a sensitive way

Modelling positive attitudes to PSHE

Monitoring progress

Responding to the needs of individual pupils.

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Monitoring arrangements

The personal development lead will report to the Headteacher and the PSHE link trustee to discuss the quality of provision and effectiveness of PSHE curriculum. The quality of teaching and learning of PSHE is monitored by Senior Leaders through planning scrutiny, learning walks, pupil discussions and examples of work.

Pupil's development in PSHE is monitored by class teachers as part of our internal assessment systems.

This policy and scheme of work will be regularly reviewed bi-annually by the Personal Development lead and SLT across the Trust and any feedback from teachers, parents/carers and pupils will be considered.

6. Links with other policies

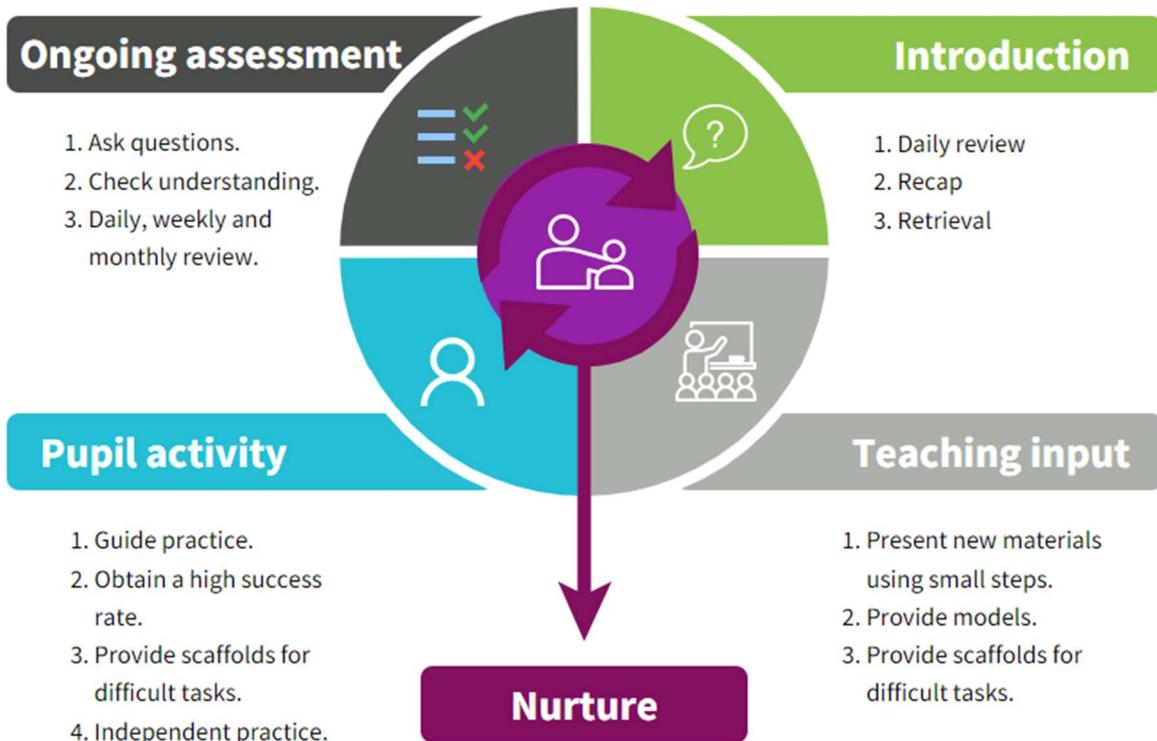
This policy links to the following policies and procedures:

- Behaviour policy and procedures
- RSE Policy
- Safeguarding and Child Protection
- Anti-bullying policy and procedures

Appendix A - THE CURRICULUM INTENT AND SEQUENCE

1	THE INTENT OF THE CURRICULUM
	<p>Personal, Social, Health and Economic (PSHE) Education is a whole school approach through which pupils develop the knowledge, skills, qualities and attributes they need to keep themselves healthy and safe, and prepared for the opportunities, responsibilities and experiences ahead. PSHE has an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. In order for children to embrace the challenges of creating happy and successful adult lives, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. High quality, evidence-based and age-appropriate teaching of PSHE helps pupils develop resilience, and to know how and when to ask for help.</p> <p>Learning revolves around three core themes:</p> <ul style="list-style-type: none"> · Health and Wellbeing · Relationships · Living in the Wider World
2	THE IMPLEMENTATION OF THE CURRICULUM
	<p>During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils’ increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.</p>
3	THE IMPACT OF THE CURRICULUM
	<p>The topics have been carefully designed in context of the needs of our pupils and in reflection of the constantly evolving world in which we live with learning designed to develop the concepts, skills and attributes linked to the key subject content/topics.</p> <p>PSHE education covers issues and areas of life which children and young people will be affected by in different ways and at different times. As such we cannot make any assumptions based on pupils’ age or year group about their existing knowledge, understanding, attributes, skills, strategies, beliefs and attitudes. So to assess learning and progress effectively, it is important to carry out a baseline assessment before teaching anything new. As pupils’ learning in topics such as healthy eating, online safety, relationships and so on will come from a number of sources, we can only see whether they have made progress in their learning if we have established the knowledge, understanding, attributes, skills, strategies, beliefs and attitudes they had <i>before</i> any new teaching takes place.</p>

What do our lessons look like?



All lessons are underpinned by the 6 principles of nurture ensuring that:

1. Children's learning is understood developmentally.
2. The classroom offers a safe base.
3. Nurture is important for the development of self-esteem.
4. Language is understood as a vital means of communication.
5. All behaviour is communication.
6. Transitions are significant in the lives of children.

Strategies	What do we expect to see in lessons?
Daily review	Lessons begin with a recap of previously linked learning, retrieval practice or through breakfast assembly discussion.
Present new materials using small steps	New learning is build in small steps at an appropriate level, achievable and repeatable steps to build confidence, competence and retention.
Ask questions	Questions are asked to check understanding. A range of questions are asked to challenge children.
Provide models	The teacher models the skills first.
Guided practice	Children are given the opportunity to discuss and build on ideas with support.
Obtain a high success rate	Skills are constantly revisited and revised over time to ensure that children achieve age expected skills.
Provide scaffolds for difficult tasks	Teacher provides temporary supports and scaffolds to assist in challenging tasks. Support reduced as children become more confident.
Independent practice	Children have the opportunity to practice regular and independently to transfer the knowledge into their long term memory.
Weekly and monthly review	Constant review through discussion and ongoing assessment, retrieval practice and breakfast assembly as well as in discrete lessons.

SKILLS PROGRESSION – Living in the Wider World

<p>Gold</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Give examples of anti-social behaviour • Explain how anti-social behaviour can affect others • Explain how anti-social behaviour can affect themselves • Explain what identities (national, regional, religious and ethnic) they belong to • Explain how different identities create a community • Talk about the lives and values of identities other than their own • Talk about local groups that support the community • Explain the importance of helping others in the community • Tell you why finance plays an important part in people's lives • Tell you why taxation is needed to help a society work • Tell you about specific types of taxation • Explain why some people pay more tax than others, and some none at all. • Explain why taxation may be higher at some times than others 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Tell you why it is important to 'shop around' • Explain what 'interest' is on a loan and the need to pay money back on a regular basis • Explain what 'debt' is and the harm that this can cause • Explain what 'enterprise' is. • Explain the benefits that enterprise has for society such as choice. • Explain why laws are made and by whom • Explain the difference between a law and a rule • Explain what happens if laws are broken • Explain that Human Rights laws have been made to protect people from harm • Understand the role of pressure groups in campaigning for Human Rights across the world • Start to express opinions of their own on what they see and read in the media based on what they have learnt and understand
<p>Silver</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Tell you things they spend money on • Tell you why it is good to save money • Explain what a budget is • Prioritise items to spend money on in a weekly budget • Explain the importance of budgeting • Explain what you can do if you need to borrow money • Tell you what a loan is • Understand how 'interest' can have both positive and negative impacts • Tell you a way of generating money • Demonstrate enterprising ideas • Explain what a Human Right is • Give an example of some of the Rights of Child (as set out by the UN) • Explain why the Rights of the Child are important • Tell you who to speak to if they need help in school • Tell you who they can speak to outside of school if they need help • Explain the difference between opinion and fact • Participate in a debate • Give opinions in a debate • Use evidence to back up opinions. • Listen to others' points of view • Respect other people's views 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Identify what the earth's resources are used for (electricity, heating, food, paper, fuel etc.) • Identify that there is a limited supply of the earth's resources • Recognise that if one group of people use all the resources there are not enough for others and how this relates to the environment • Describe or demonstrate what can be done in school to help environmental sustainability (e.g. paper recycling, saving water, composting, saving energy) • Give an examples of their own family/community customs or traditions • Explain why these are important or special • Identify different traditions that relate to birth, growing up and food • Compare their own traditions to those of people in other places and say how they are similar or different • Identify how we show respect for the views and beliefs of others • Give reasons and practical examples for why different rules are needed in different situations • Give reasons for why rules and laws are made and why they are important • Identify what might happen if rules and laws are broken • Work with others to develop and agree rules
<p>BRONZE</p>	<p>Pupils should be taught to;</p> <ul style="list-style-type: none"> • Identify the range of groups they belong to (friends, class, year group, faith) • Describe the different rights and responsibilities they have in the groups they belong to • Explain how group members make sure everyone feels included and respected • Describe what being 'unique' means (that there is only one of something, and not one thing exactly the same exists anywhere in the world) • Explain that everyone is unique in their own way • Understand how to Look after the local environment • Describe different kinds of money (coins and paper) and different ways of paying for things (cheques, cards, online) • Explain how money is obtained X • Give examples of some of the choices they might have about spending or saving money and what helps them decide • Identify how people keep track of what money is spent or saved and why this is important • Explain the importance of keeping money safe and some ways of doing this 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Describe how they would like their classroom to be • Explain who or what they are responsible for in their classroom • Explain what 'rules' mean and how they help all of us • Give suggestions for what could be included in class rules and explain why they are important • Explain why it is important for them to carry out classroom responsibilities and what happens responsibilities are not carried out • Identify when this might be more difficult or challenging and what to do in these situations • Identify the different groups they belong to (e.g. friends, class, year group, faith) • Describe what it is like to be a part of the group (special people, special places what they do there or when they are with group) • Explain what is special about the groups they belong to • Identify people who work in our community and describe how they help us.

SKILLS PROGRESSION – Relationships

Gold	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Children play and work cooperatively, taking turns with others. • Take account of one another's ideas about how to organise their activity. • Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. • Recognise when people are trying to gain power or control • Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Identify positive and negative actions in themselves • Identify how different emotions make them feel • Identify how different actions affect others (positive and negative) • Have the strength to say how they feel • Identify ways of supporting others • Identify ways to help others understand how they or others are feeling. • Give examples of ways to work together with others • Explain how to stay safe when using technology to communicate with their friends • Recognise and resist pressures to use technology in ways that may be risky or cause harm to themselves or others
Silver	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Look and sound friendly; • Be a good listener (taking turns) • Give and receive compliments • Talk about the importance of trust • See things from someone else's point of view • Use peaceful problem solving to sort out difficulties • Tell you what bullying is • Tell you what to do if they think bullying is going on • Problem solve a bullying situation with others • Describe who is in their close and extended family • Share the experiences of other families within their class/year group • Talk about things which are similar to others around them • Talk about things which are unique and special about themselves • Define the word diverse • Explain the benefits of living in a diverse society • Give examples of how diversity can be celebrated and valued 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Explain how some of the actions and work of people around the world help and influence their life and can show an awareness of how this could affect their choices • Explain how some of the actions and work of people around the world help and influence their life and can show an awareness of how this could affect their choices
BRONZE	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Understand self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses) • Understand empathy and compassion (including impact on decision-making and behaviour • Identify some of the things that cause conflict between them and their friends • Demonstrate how to use the positive problem solving technique to resolve conflicts with their friends 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Understand that bodies and feelings can be hurt by words and actions. • Understand that people can say hurtful things online • Understand how people may feel if they experience hurtful behaviour or bullying • Identify hurtful behaviour (offline and online) including teasing, name-calling, • Know that bullying and deliberately excluding others is not acceptable. • Understand how to report bullying. • Understanding of the importance of telling a trusted adult • Identify special people in their lives • Understand what makes them special • Describe ways people care for each other • Show kindness to others • Share with others • Play and work co-operatively, taking turns with others. • Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

SKILLS PROGRESSION – Health and Wellbeing

<p>Gold</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Discuss that body shapes are different and that no one body shape is better than another. • Understand that there may be pressure exerted to fit one body shape. • Describe their favourite healthy foods, and understand why that this choice is important. • Evaluate when alcohol is being used responsibly, anti-socially or being misused. • To understand the negative effects of drugs and tobacco. • Describe how the media can influence how people think and feel. • Understand what negative pressure is like, and be able to say why they would not exert it themselves. • Tell an adult the best way to deal with peer group pressure. • Understand how to use their mobile phone responsibly. • Say where they would access advice and support from if they felt pressured. • Understand how to manage risk and keep themselves safe. • Describe their right to privacy. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Respect and value their body • Describe how boys' and girls' bodies change during puberty • Express how they feel about the changes that will happen to them during puberty • Tell you that the physical changes that will take place during puberty may affect their feelings towards others. • Explain things they can do by themselves now that they couldn't in KS1 • Identify responsibilities they have at home and at school • Explain what the word risk means • Carry out a simple risk assessment for a task • Identify ways that they can keep themselves safe at home, in school and in the local area • Explain how to stay safe online and what to do if something goes wrong. • Know how and when to make a 999 call • Carry out simple basic first aid procedures. • Talk about their own short, medium and long term goals. • Tell you about a time when they used strategies to achieve something difficult.
<p>Silver</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Explain how media can change the way you think about things (in relation to appearance and healthy lifestyles) • Explain the importance of variety in diet • Identify and name different food groups • Explain the importance and benefit to the body of different food groups • Can identify simple habits in themselves and those around them • Tell you a good habit they would like to keep • Tell you a habit they would like to change • Name some common medicines and describe when they can be beneficial. • Explain simple safety steps to take around drugs (eg. ensuring they are kept out of reach of children) • Name drugs which can have a negative impact on humans 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Express how being anxious or scared feels • Recognise how they feel about these changes happening to themselves and know how to cope with these feeling • Identify things , people and places that they need to keep safe from, and can tell some strategies for keeping themselves safe including who to go to for help • Identify times in their day where they can make a choice and times when they cannot. • Explain ways to be healthy and things that are unhealthy - Explain how to make good food choices. • Identify healthy and unhealthy choices in their day and tell you a way to keep these balanced. • Tell you things that might change their minds about choices they make
<p>BRONZE</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Identify how they change as they grow up. • Identify how they become more independent as the get older. • Know what they are good at and how to get better • Know how it feels when there is change or loss. • List a range feelings people experience • Use descriptive vocabulary to explain how they are feeling • Describe some different ways that people how they are feeling • Recognise that it is important to share feelings with others • Give examples of helpful/not helpful ways to communicate feelings • Explain what they can say or do if they feel unsafe or think something is not safe • Recognise that household products (including medicines) can be harmful if not used correctly • Identify some ways to respond sensitively to how others are feeling 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Identify some ways of taking care of themselves on a daily basis • List favourite foods and say which ones are important to keep them healthy and which ones need to be eaten in moderation • Describe how physical activity and sleep helps their bodies to grow and them to feel well • Describe how they can take care of their dental health • Identify how infections (such as coughs and colds) can be spread • Describe some basic personal hygiene routines and recognise why these are important • Describe simple steps that they can take to prevent germs being passed on (eg: hand washing, use of tissues, covering their mouth when they cough) • Demonstrate an understanding that they have a right to 'be safe on the outside' and 'feel safe on the inside' • Identify rules for keeping safe in a range of familiar situations, such as crossing the road • Describe the things they do in school or at home to keep themselves and others safe • Identify the adults in school, at home and in the wider environment who help keep them safe in different places and situations • Describe ways of keeping safe around household products (including medicines) • Identify people we can trust to tell us to put things onto and into our bodies

Curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Area	Living in the Wider World	Relationships	Health and Well-Being	Living in the Wider World	Relationships	Health and Well-Being
Bronze	<p>Rules</p> <ul style="list-style-type: none"> • Learn about class and group rules and their importance. <p>Similarities & Differences</p> <ul style="list-style-type: none"> • Learn about the similarities between groups of people. • Learn that everyone is unique. • Learn to respect the needs of ourselves and others. • Learn about looking after the local environment. 	<p>Anti-Bullying</p> <ul style="list-style-type: none"> • Know what to do if teasing and bullying is happening. • Know that hurtful teasing and bullying is wrong. • Learn how to ask for help if they are worried about something. • Learn about different kinds of feelings <p>Feelings</p> <ul style="list-style-type: none"> • Understand a range of feelings in themselves and recognise how other people are feeling. • Know that feelings can be hurt 	<p>Health & Hygiene</p> <ul style="list-style-type: none"> • Learn about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food.) • Learn about making healthy choices. • Learn about basic personal hygiene routines and why these are important. <p>Managing Feelings</p> <ul style="list-style-type: none"> • Learn simple strategies to manage their own feelings. 	<p>Community</p> <ul style="list-style-type: none"> • Learn about the groups and communities that they belong to. • Learn about the people that work in their community. • Learn how to get their help, including in an emergency. <p>Money</p> <ul style="list-style-type: none"> • Learn about where money comes from, what it is used for and to keep it safe. 	<p>Caring & Sharing</p> <ul style="list-style-type: none"> • Be able to talk special people in their lives. • Know about the importance of people to care for us. • To be able to demonstrate listening to others and playing cooperatively. <p>Respecting Others</p> <ul style="list-style-type: none"> • Understand the importance for respect for the differences and similarities between people. 	<p>Staying Safe</p> <ul style="list-style-type: none"> • Learn about rules for keeping safe (in familiar and unfamiliar situations.) • Learn that household products, including medicines, can be harmful if not used correctly. <p>Growing Up</p> <ul style="list-style-type: none"> • Learn about growing, changing and becoming more independent. • Learn to recognise what they are good at and set simple goals for the future. • Learn about how it feels when there is change or loss.

Silver	<p>Rules & Responsibility</p> <ul style="list-style-type: none"> • Learn about the values and customs of people around the world. • Learn that rules and laws keep people safe. Learn about taking part in making and changing rules. • Learn about responsibilities, rights and duties (at home, school and environmentally.) • Learn what it means to part of a community. • Learn what anti-social behaviour is and how it can affect people. <p>Well-Being</p> <ul style="list-style-type: none"> • Learn that everyone (including children) have human rights. • Learn about the UN declaration on the Rights of the Child. • Learn about how to get help or support. • Learn how to discuss and debate issues concerning health and well-being. 	<p>Collaboration</p> <ul style="list-style-type: none"> • Demonstrate the ability to listen and respond respectfully to a wide range of people. • Demonstrate working collaboratively toward shared goals. <p>Friendships</p> <ul style="list-style-type: none"> • Understand what makes a positive, healthy relationship. • Understand how to maintain good friendships. • Understand how actions can affect ourselves and others. • Understand how to recognise bullying either to themselves or others. 	<p>Feelings</p> <ul style="list-style-type: none"> • Learn about a wider range of feelings, both good and not so good. • Understand that people can experience conflicting feelings at the same time. • Learn about describing their feelings to others. <p>Healthy Lifestyle</p> <ul style="list-style-type: none"> • Learn about what makes a 'balanced lifestyle' and a 'balanced diet' • Learn about the benefits of a balanced diet. • Learn about what is meant by a 'habit.' • Learn how habits can be hard to change. • Learn about drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco) 	<p>Sustainability</p> <ul style="list-style-type: none"> • Learn about the sustainability of the environment across the world. <p>Managing Money</p> <ul style="list-style-type: none"> • Learn about ways of managing money (budgeting and saving.) • Learn what is meant by 'interest' and 'loan.' • Learn what it means to be enterprising. 	<p>Problem Solving</p> <ul style="list-style-type: none"> • Demonstrate the ability to share their views and opinions with others. • Understand about solving disputes and conflict amongst themselves and their peers how to respond and ask for help. • Demonstrate negotiation and compromise strategies to resolve disputes and conflict. <p>Similarities & Differences</p> <ul style="list-style-type: none"> • Understand about what makes a 'family' and that it each family is unique. • Understand that differences and similarities between people exist, but understand everyone is equal. • Appreciate the difference and diversity of people living in the UK 	<p>Health & Hygiene</p> <ul style="list-style-type: none"> • Learn that simple hygiene routines can prevent the spread of bacteria and viruses. • Learn how the spread of infection can be prevented. Learn about people who help them stay healthy and safe. • Learn about the importance of school rules for health and safety. • Learn about how to get help in an emergency. • Learn about keeping safe in the local environment. • Learn about keeping safe online. <p>Choices</p> <ul style="list-style-type: none"> • Learn about making choices in relation to health. • Learn about opportunities they have to make their own choices about food. • Learn how to make informed choices that contribute to a 'balanced lifestyle.' • Learn about what influences their choices. • Learn that images in the media do not necessarily reflect reality.

Gold	<p>Society</p> <ul style="list-style-type: none"> • Learn how anti-social behaviour can affect well-being. Learn to appreciate the range of national, regional, religious and ethnic identities of people living in the UK. • Learn about the lives, values and customs of people living in other places. • Learn how resources are allocated and the effect this has on individuals, communities and the environment. • Learn how different groups/individuals that support the local community. <p>Human Rights</p> <ul style="list-style-type: none"> • Learn why and how laws and rules are made. • Learn how to take part in making and changing rules. • Learn that human rights overrule any beliefs, ideas or practices that cause harm. • Learn that harmful practices are against British law and in contradiction to human rights. • Learn about the role of voluntary, community and pressure groups. 	<p>Discrimination</p> <ul style="list-style-type: none"> • Understand what is meant by ‘stereotypes.’ • Understand about discrimination, teasing, bullying and aggressive behaviour and its effect on others. <p>Diversity</p> <ul style="list-style-type: none"> • Understand the factors that make people the same or different. • Know how to challenge ‘stereotypes’ and how to handle, or respond to anti-social or aggressive behaviours. • Demonstrate skills to maintain positive relationships • Demonstrate the ability to appreciate different points of view and making their own decisions. • Demonstrate the ability to respectfully listen to others but raise concerns and challenge points of view when necessary 	<p>Responsibility •</p> <p>Learn about independence, increased responsibility and keeping safe.</p> <ul style="list-style-type: none"> • Learn strategies for managing risk. • Learn about the skills needed in an emergency: - what to do in an emergency - basic emergency aid • Learn about strategies for managing personal safety - local environment. • Learn about strategies for managing personal safety – online. • Learn about different ways of achieving and celebrating personal goals. • Learn how having high aspirations can support personal achievements. <p>Health & Hygiene</p> <ul style="list-style-type: none"> • Learn about different influences on food and diet. • Learn that this can affect how people feel about themselves about who is responsible for their health and wellbeing. 	<p>Taxation</p> <ul style="list-style-type: none"> • Learn how finance plays an important part in people’s lives. • Learn that people pay ‘tax’ to contribute to society. Enterprise • Learn how to be a ‘critical customer’ • Learn what is meant by ‘interest’, ‘loan’ and ‘debt.’ • Learn about the importance of looking after money, including managing loans and debts. • Learn what it takes to set up an ‘enterprise.’ • Learn what enterprise means for work and society. 	<p>Collaboration •</p> <p>Appreciate the consequences of their actions on themselves and others.</p> <ul style="list-style-type: none"> • Understand how to give helpful feedback and support to others. <p>Relationships •</p> <p>Know about the law around marriage and civil partnerships. • Know that marriage is between two people who willingly agree and to force anyone into marriage is illegal.</p>	<p>Changing Feelings</p> <ul style="list-style-type: none"> • Learn how to further describe the range and intensity of their feelings to others. • Learn the kinds of change that happen in life and the feelings associated with this. • Learn the correct names for the main parts of the body of boys and girls • Learn about the roles and responsibilities of parents and carers for babies. • Learn about the changes that happen at puberty. • Learn how to manage the changes that happen at puberty and after puberty such as personal management & forming relationships. <p>Outside Pressures & Privacy</p> <ul style="list-style-type: none"> • Learn how images in the media can distort reality. • Learn about different influences on behaviour, including peer pressure and media influence. • Learn what to consider before sharing pictures of themselves and others online.

	<ul style="list-style-type: none"> • Learn to be critical of what they see and read in the media. 		<ul style="list-style-type: none"> • Learn skills to help make their own choices about food about positively and negatively affects health and wellbeing (including mental and emotional health.) • Learn about harmful habits and the risks and effects of legal and illegal substances (in relation to drug, alcohol and tobacco education.) 		<p>Learn where to get help advice and support.</p> <ul style="list-style-type: none"> • Learn how to keep safe and well when using a mobile phone. • Learn how to resist unhelpful pressure and asking for help. • Learn about managing risk in familiar situations and keeping safe • Learn about feeling negative pressure and how to manage this.
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