

Prince of Wales Primary School



Listen Excellence Attitude Respect Negotiate Enjoy Responsible Support

PSHE Policy

Relationship Education

Health Education

Living in the wider world

Separate Policies

Relationship & Sex Educations (RSE)

Drug Education

Anti-bullying

Last reviewed:	July 2020
Date of next review:	July 2021
Member of staff responsible	Kim Stylli

The three core themes on which PSHE will be taught are:-

1. Relationship Education
2. Health Education
3. Living in the Wider World

See Relationship and Health Policy Statement - Appendix I

Prince of Wales Primary School - PSHE Policy

1. Aims and Objectives

1.1 Personal, Social and Health Education (PSHE) and Citizenship enable children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community, and to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the 'School Parliament'. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

1.2 The aims of PSHE and Citizenship are to enable the children to:

- know and understand what constitutes a healthy lifestyle
- have respect for others
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- develop good relationships with other members of the school and the wider community.
- understand what makes for good relationships with others
- provide the knowledge and strategies to promote mental health and wellbeing
- be independent and responsible members of the school community
- be positive and active members of a democratic society
- be aware of safety issues.

- provide basic first aid training.
- be aware of online relationships and internet safety
- be up to date with accurate and relevant knowledge
- provided with opportunities to turn that knowledge into personal understanding
- provide opportunities to explore, clarify and if necessary challenge their own and others' values, attitudes, beliefs, rights and responsibilities.
- provide the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

2. Teaching and Learning Style

2.1 We use a range of teaching and learning styles. PSHE will be covered by planned discrete curriculum time, for example, Circle Times and P4C. Circle Times and P4C are taught according to the Prince of Wales PSHE Scheme of Work (See Appendix 2). We place an emphasis on active learning by also including the children in discussions, investigations, and problem-solving activities and role-play scenarios. We encourage the children to take part in a range of creative and practical activities that promote active citizenship, for example in charity fundraising, or the planning of school events such as an assembly. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, safety personnel, religious representatives, whom we invite into school to talk about their role in creating a positive and supportive local community.

2.2 Children's learning in PSHE and Citizenship is fundamentally improved by a positive ethos in the school. All activities that contribute to that ethos, such as lunchtime supervision in the dining halls and playground, Achievement Assemblies and extra curriculum activities are positively encouraged. We also promote a Values based education through Values Assemblies (See Appendix 3 for an example).

2.3 We recognise the Healthy Schools Award as an effective vehicle to promote PSHE and Citizenship which offers an integrated whole-school process, set alongside nationally agreed criteria, looking at health issues in their wider sense.

3. PSHE and Citizenship curriculum planning

3.1 We use the Enfield's Scheme of Work for PSHE, which has been cross referenced to the British Values and have adapted the format to personalise the learning for needs of our pupils. The planning is supported by appropriate programmes, such as 'The Christopher Winter Project' (CWP) for teaching Sex and Relationship Education and Drug and Alcohol Education in Primary Schools for years 1 to 6.

3.2 We introduce PSHE and Citizenship through three annual Prince of Wales charity days, and other subjects, for example when teaching about local environment issues in Geography. There is also an overlap between the programmes of study of Religious Education and PSHE and Citizenship.

3.3 We also develop PSHE and Citizenship awareness through activities and whole-school events, e.g. the members of the School Parliament (MSPs) from each class meet regularly to discuss school, local and national matters. We offer residential visits to Year 6 children where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills through team building activities. We also offer and encourage participation in sports, creative and musical activities, alongside Enrichment Clubs.

4. Foundation Stage

4.1 We teach PSHE and Citizenship to children of Foundation age as an integral part of the topic work covered during the year. For the Foundation children in our school we relate the PSHE and Citizenship aspects of the children's work to the objectives set out in the document "Development Matters in the Early Years Foundation Stage". Our teaching in PSHE and Citizenship matches the aim of developing a child's personal, emotional and social development as set out in the document. We also support Citizenship education when we teach 'how to develop a child's knowledge and understanding of the world'. See Appendix 4.

5. Teaching PSHE and Citizenship to children with Special Needs

5.1 We teach PSHE and Citizenship to all children, regardless of their abilities. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE and Citizenship we take into account any targets that may be set for the children in their Individual Education Plans and offer access to a Learning Mentor as the need arises.

6. Inclusion

6.1 All children matter and are given every opportunity to achieve their best.

We achieve this by planning which will meet the needs of:

- boys and girls
- children with special educational needs
- children who are more able
- children with disabilities
- children from all social and cultural backgrounds
- different ethnic groups and diverse linguistic backgrounds.

6.2 We meet the needs of all children by:

- providing resources that reflect diversity and are free from discrimination and stereotyping
- using a range of teaching strategies that are based on their needs
- ensuring access to every activity where it is safe and reasonable to do so.

6.3 We have the following Intervention Groups in place at Prince of Wales:-

- Language and Social Skills Group (LASS – EYFS and KSI)
- Friendship Groups/Social Skills Group
- Circle Time
- Daily Supported/Guided Reading (DSR and DGR)
- Nurture Group – (Rainbow Class)
- Willows (KS2)
- Music Therapy
- Place to Talk
- Place to Be (P2B)

7. Assessment and Recording

7.1 Teachers assess the children's work in PSHE and Citizenship by making informal judgements as they observe them during lessons and other activities. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Assessment should offer the children the opportunity to reflect on their own progress.

7.2 Teacher record weekly PSHE lessons in a class 'PSHE and Values Journal'. This includes photographic evidence and pupil voice.

7.3 Teachers record the achievements of pupils in PSHE and Citizenship. We report these achievements to parents each year.

7.4 We keep records of the contribution to the life of the school and community in photographic form in the weekly newsletter and on the website. Our Celebration Assemblies promote personal achievement and rewards thoughtful caring behaviour.

7.5 We encourage our pupils to keep records of their contribution to the life of the school and community by participating in the production of the school newsletter.

8. Resources

8.1 We keep resources for PSHE and Citizenship in a central store on the S Drive. A selection of PSHE books is stored in the staffroom. Christopher Winter Project books for Relationship Education are kept with the PSHE Coordinator. Teachers are encouraged to use a range of appropriate websites. We have additional resources in the school libraries.

9. Monitoring and review

9.1 The PSHE and Citizenship Co-ordinator together with the Headteacher is responsible for monitoring the standards of children's work and the quality of teaching of this subject. The Co-ordinator supports colleagues in the teaching of PSHE and Citizenship by providing them with information about current developments in this subject. The Co-ordinator also provides a strategic lead and direction for the school in PSHE and Citizenship, evaluating strengths and weaknesses and indicating areas for further improvement/development in this subject.

10. Attainment Targets

There are no attainment targets for PSHE education. Schools should continue to make use of the existing end of key stage statements to inform the assessment process. Opportunities for both Assessment for Learning and Assessment of learning are relevant and progress can be assessed. Assessment should encompass teacher, peer and self-assessment. Progress in PSHE education should be recorded and reported.

Note: This PSHE Policy should be read in conjunction with other school policies.

[Links to related school policies](#)

- Relationship & Sex Education (RSE)
- Drug Education
- Anti-bullying
- Science
- Physical Education
- Child Protection
- Religious Education
- ICT – E Safety on the Internet
- Behaviour

Appendix I

PSHE Policy Statement regarding the Curriculum for Relationships and Health Education (September 2020)

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education. These subjects are designed to equip pupils with the knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life.

The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for all pupils.

Our school has flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs, faiths and background of our pupils

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

- ❖ Pupils will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way they will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for them
- caring friendships
- respectful relationships

- online relationships
- being safe

Health Education

Health Education aims to give pupils the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

The important lessons parents/carers teach their child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons taught at home, as children grow up.

Our school has systems in place to support parenting e.g. PSA, parent groups and parent classes.

Parent/Carer Survey and regular Parent Forums:

The school will engage with parents/carers when developing and renewing their policies on Relationship and Health Education. These policies will be published online and be available to anybody free of charge. Parents/Carers can express their opinion, and this will help the school to decide how and when to cover the content of the statutory guidance. Schools are required to ensure their teaching reflects the age and faith background of their pupils.

Right to withdraw children:

- ❖ Parents/Carers cannot withdraw their child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.
- ❖ Primary schools can choose to teach Sex Education - See Prince of Wales Sex Education Policy.
- ❖ If Parents/Carers do not want their child to take part in some or all of the lessons on Sex Education, they can ask that they are withdrawn. The head teacher must grant this request.
- ❖ The science curriculum in all maintained schools also includes content on human development, including reproduction, from which there is no right to withdraw.

Appendix 2 - PoW PSHE Relationship & Health Education

PoW PSHE Relationship & Health Education - Curriculum Overview for KSI and KS2 (September 2020)

	Relationship Education	Health Education				Living in the wider world (NS)
Statutory Curriculum Content Overview for KSI & KS2. NS - Not Statutory. PoW Charity Days.	Transition - getting to know your new class (NS). Families and people who care for me. Caring friendships. Respectful relationships. Online relationships. Being safe. <i>Parents cannot withdraw chn from Relationship Education during Autumn 1.</i>	Mental wellbeing Anti-bullying Week (Relationship Education) November - 'Anti-bullying Week' Internet safety and harms. Road Safety (NS). Fire Safety Workshop Years 2 and 5 (NS). PoW Charity Day for Children in Need.	Health and prevention. Physical health & fitness. Healthy eating. Drugs, Alcohol and Tobacco - The Christopher Winter Project' (CWP).	The changing adolescent body. 9 - 11 year olds: Physical and emotional changes. Menstrual wellbeing (Girls in Years 4, 5 & 6), RSE - Relationship & Sex Education (NS) <i>Parents have the right to withdraw chn from RSE during Spring 2.</i> RSE - Christopher Winter Project' (CWP). PoW Charity Day for Sport/Comic Relief.	Basic First Aid. What is meant by first aid? Basic techniques for dealing with common injuries. How to react and respond in an emergency situation.	Economic Wellbeing (NS). What are charities? (NS). PoW Charity Day for World Wide Fund (WWF). Railway Safety Assembly. London Transport (NS) Transition & Changes (NS): Preparing for endings, changes and loss.
	PoW Values and British Values Please refer to the current 'Values Assembly Rota' for the current PoW Values, British Values, festivals and school events					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Year 1	Transition: Getting to know your new class/year group. Families and people who care for me: Importance of families.	Mental Wellbeing: We all have feelings - normal part of everyday life. Recognise & describe feelings in self/others.	Health and Prevention: Early signs of illness - weight loss/changes to the body.	Our Daily Routine. Keeping Clean. Dental Health.	What is first aid? Staying safe.	Values of coins and notes. Spending money - needs and wants.

	<p>Draw family and share in a circle time. Discuss why family is so important. Read book 'One Family' & discuss.</p> <p><u>Caring friendships:</u> (CWP) Importance of friends & different friends: (CWP) - What makes a good friend?</p> <p><u>Respectful relationships:</u> Respecting others/differences. Conventions of 'courtesy and manners'.</p> <p><u>Online relationships:</u> What are 'online relationships'? Aware that people behave differently online.</p> <p><u>Being safe:</u> Appropriate boundaries. What privacy means. How to raise a concern/issue at home/school or online.</p>	<p>Feelings change - a range of emotions. Benefits of self-care - exercise, time outdoors, hobbies and time with family/friends.</p> <p><u>Anti-bullying:</u> What is bullying? How bullying can hurt people's feelings.</p> <p><u>Internet safety and harms:</u> Benefits of rationing time spent online. The risks/effects of excessive time on electronic devices. Respectful behaviour online. That the internet can be a place where bullying can take place - this can have a negative impact on a person's happiness.</p> <p>Road Safety.</p>	<p>Staying healthy. Importance of sleep.</p> <p>Medicines. Who gives us medicines? Going to hospital.</p> <p><u>Physical Health and Fitness:</u> Being active, What are the characteristics of having a healthy lifestyle on wellbeing (mental and physical)?</p> <p><u>Healthy Eating:</u> What constitutes a healthy diet? Understanding calories and other nutritional content.</p>	<p>Growing and Changing. Families and Care.</p>	<p>Kindness & coping. Giving first aid. Emergency situations. First aid skills.</p>	<p>Looking after my money. Understanding money and getting change when shopping. What are charities? PoW Charity Day for World Wide Fund (WWF). <u>Railway Safety Assembly:</u> London Transport <u>Transition & Changes (NS):</u> Preparing for endings, changes and loss. New class and year group.</p>
Year 2	<p><u>Transition:</u> Getting to know your new class.</p>	<p><u>Mental Wellbeing:</u> We all have feelings. Recognise & describe feelings in</p>	<p><u>Health and Prevention:</u> Safe and unsafe</p>	<p>Differences: boys & girls.</p>	<p>Emergency numbers to call.</p>	<p>Keeping track of money.</p>

	<p><u>Families and people who care for me:</u> Characteristics of healthy family life. Recap on why families are important. Draw a happy and healthy family. Pose the question 'What makes a happy and healthy family?' '5 traits' of a healthy family. - Love, support & care, security & belonging, communication, being valued & respected. Revisit - Draw a happy and healthy family.</p> <p><u>Caring friendships:</u> Characteristics of friendships. The benefits of healthy friendships. How friendships make us feel. Trust.</p> <p><u>Respectful relationships:</u> Importance of self-respect. Requirement to respect others. Respecting differences - gender, age and being aware of stereotypes (CWP).</p> <p><u>Online relationships:</u> People behave differently online. Same relationship principles apply online. Rules for keeping safe online.</p> <p><u>Being safe:</u> Appropriate boundaries & what privacy means. Your body belongs to you. Permission seeking and giving and personal</p>	<p>self/others. Feelings change & not everyone experiences the same feelings. We can have 'big feelings' and how to manage them. Benefits of self-care - exercise, time outdoors, hobbies and time with family/friends. How isolation & loneliness can affect people, Triggers - recognise them and know whom in school they could speak to if they are worried about their mental wellbeing. Seeking help and advice from adults,</p> <p><u>Anti-bullying:</u> Effects of bullying - including cyberbullying. Choices and consequences. How bullying can hurt people's feelings.</p> <p><u>Internet safety and harms:</u> Benefits of rationing time spent online. Aware that some social media, computer games and online gaming are age restricted. The risks of excessive time on electronic devices. That the internet can be a place where bullying can take place -</p>	<p>exposure to the sun. How to reduce sun damage - including skin cancer. Importance of sleep and links to good health. Hazardous substances & safety Rules.</p> <p><u>Physical Health and Fitness:</u> Being active, What are the characteristics of having a healthy lifestyle on wellbeing (mental and physical)?</p> <p><u>Healthy Eating:</u> What constitutes a healthy diet? Understanding calories and other nutritional content.</p>	<p>Differences: males & females. Naming Body Parts. Body image. Exercise and fitness.</p>	<p>How to deal with burns. How to recognise symptoms of a choking. What causes nosebleeds and how to deal with them? How to deal with different cuts. How to do the recovery position.</p>	<p>Spend or save? Where does money come from? Rights and responsibilities. What are charities? PoW Charity Day for World Wide Fund (WWF). <u>Railway Safety Assembly:</u> London Transport. <u>Transition & Changes (NS):</u> Preparing for endings, changes and loss. New class and year group</p>
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	<p>space.</p> <p>Appropriate contact.</p> <p>How to raise a concern/issue at home/school or online.</p> <p>How to ask for advice or help for themselves or others.</p>	<p>this can have a negative impact on a person's happiness.</p> <p>How to report a concern.</p> <p>Road Safety.</p> <p>Fire Safety:</p> <p>Interactive Workshop with London Fire Brigade (LFB).</p>				
Year 3	<p><u>Transition:</u></p> <p>Getting to know your new class/year group.</p> <p><u>Families and people who care for me:</u></p> <p>Respect for family diversity.</p> <p>Valuing Difference and keeping safe (CWP).</p> <p>Different types of families - Read the book 'Tango makes three' and discuss.</p> <p><u>Caring friendships:</u></p> <p>How to maintain a healthy friendship.</p> <p>Repairing relationships.</p> <p><u>Respectful relationships:</u></p> <p>Importance of self-respect and how this links to our own happiness.</p> <p>Types of bullying - impact and how to get help.</p> <p><u>Online relationships:</u></p> <p>How to critically consider online content.</p> <p>Rules for keeping safe online.</p> <p>How to report online dangers.</p> <p><u>Being safe:</u></p> <p>Appropriate boundaries - personal and</p>	<p><u>Mental Wellbeing:</u></p> <p>People experience different feelings & emotions.</p> <p>Developing a varied vocabulary of words to use when talking about their own/others' feelings.</p> <p>Ways to express feelings and emotions + why this is important.</p> <p>Benefits of self-care - exercise, time outdoors, hobbies and time with family/friends.</p> <p>Seeking help and advice from adults.</p> <p>Being aware of the negative impacts on mental health - bullying, isolation, lack of sleep/self-care and personal triggers.</p> <p><u>Anti-bullying:</u></p> <p>Resisting pressure from others</p> <p>Taking responsibility for behaviour</p> <p>How bullying affects self-esteem.</p>	<p><u>Health and Prevention:</u></p> <p>Importance of sleep and how lack of sleep can affect weight, mood and ability to learn.</p> <p>Why do people Smoke?</p> <p>Physical effects of smoking.</p> <p>No Smoking.</p> <p><u>Physical Health and Fitness:</u></p> <p>Being physically active - the importance of building regular exercise into daily</p>	<p>Differences: male and female.</p> <p>Personal Space & Touch.</p> <p>Family Differences.</p> <p>Gender roles at home and school.</p> <p>Feeding the family.</p>	<p>Risk & First Aid.</p> <p>Scalds and Burns.</p> <p>Nose Bleeds.</p> <p>How to recognise symptoms if a child were choking.</p> <p>How to stay safe at school.</p> <p>Emergency numbers to call and to review first aid knowledge.</p>	<p>Ways to pay.</p> <p>Lending and borrowing.</p> <p>Earning money.</p> <p>Jobs.</p> <p>Other people's lives around the world.</p> <p>What are charities?</p> <p>PoW Charity Day for World Wide Fund (WWF).</p> <p><u>Railway Safety Assembly:</u></p> <p>London Transport.</p> <p><u>Transition & Changes (NS):</u></p>

	<p>online.</p> <p>What privacy means & your body belongs to you.</p> <p>How to respond to adults you do not know.</p> <p>Permission seeking and giving and personal space (CWP).</p> <p>Appropriate contact.</p> <p>How to raise a concern/issue at home/school or online.</p> <p>How to ask for advice or help for themselves or others.</p>	<p><u>Internet safety and harms:</u></p> <p>Benefits of rationing time spent online.</p> <p>The risks of excessive time on electronic devices.</p> <p>That the internet can be a place where bullying can take place - this can have a negative impact on self-esteem.</p> <p>Road Safety.</p>	<p>and weekly routines.</p> <p>How to achieve this e.g. walking to school.</p> <p><u>Healthy Eating:</u></p> <p>The principles of planning and preparing a range of healthy meals.</p>		<p>Preparing for endings, changes and loss.</p> <p>New class and year group.</p>	
Year 4	<p><u>Transition:</u></p> <p>Getting to know your new class/year group.</p> <p><u>Families and people who care for me:</u></p> <p>The importance of stable relationships.</p> <p>Stable and caring relationships may be of different types.</p> <p>Respect for family diversity.</p> <p>Healthy Relationships (CWP) - Healthy relationships create a happy family.</p> <p>Recognise how family relationships make them feel.</p> <p>Explore how to seek advice if feeling unhappy or unsafe.</p> <p><u>Caring friendships:</u></p> <p>Importance of friendships.</p> <p>Characteristics of friendships.</p> <p>Benefits of healthy friendships.</p> <p>How to maintain a healthy friendship.</p> <p>How to recognise unhealthy friendships and</p>	<p><u>Mental Wellbeing:</u></p> <p>People experience different feelings & emotions.</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>Ways to express feelings and emotions + why this is important.</p> <p>How to manage feelings & emotions in different situations.</p> <p>How to ask for support to manage feelings and emotions.</p> <p>Benefits of self-care - exercise, time outdoors, hobbies and time with family/friends.</p> <p>Seeking help and advice from adults.</p> <p>Being aware of the negative impacts on mental health - bullying, isolation, lack of sleep/self-care and personal</p>	<p><u>Health and Prevention:</u></p> <p>Dental Health - benefits of good oral hygiene, dental flossing and regular check-ups at the dentist.</p> <p>Habits and self-control.</p> <p>Effects of Alcohol.</p> <p>Alcohol and risk.</p> <p>Limits to drinking alcohol.</p> <p>Choosing the right health service.</p> <p><u>Physical Health and Fitness:</u></p>	<p>Growing & Changing.</p> <p>What is puberty?</p> <p>Puberty changes and reproduction.</p> <p>Changes in relationships at home.</p> <p><u>Menstrual Wellbeing:</u></p> <p>Year 4 - see CWP Lessons 2 - 2019 SoW (whole Class).</p> <p><u>In addition for girls:</u></p> <p>Helping girls to prepare/manage menstruation.</p> <p>Key facts about the menstrual cycle.</p>	<p>What is first aid?</p> <p>How to deal with burns.</p> <p>How to recognise if a child is choking.</p> <p>What causes nosebleed and how to deal with them?</p> <p>How to deal with different cuts and grazes.</p> <p>How to do the recovery position</p>	<p>Keeping records.</p> <p>Using accounts to keep money safe.</p> <p>Rules & responsibilities in society.</p> <p>What are charities?</p> <p>PoW Charity Day for World Wide Fund (WWF).</p> <p><u>Railway Safety Assembly:</u></p> <p>London Transport.</p> <p><u>Transition & Changes (NS):</u></p> <p>Preparing for</p>

	<p>seek help</p> <p><u>Respectful relationships:</u> Importance of self-respect and how this links to our own happiness. Requirement to respect others. Types of bullying, impact and how to get help. Stereotypes and their impact.</p> <p><u>Online relationships:</u> People behave differently online. Same relationship principles apply online. Rules for keeping safe online. How to critically consider online content.</p> <p><u>Being safe:</u> Appropriate boundaries - personal and online. What privacy means & your body belongs to you. How to respond to adults you do not know. Appropriate contact. How to raise a concern/issue at home/school or online. How to ask for advice or help for themselves or others.</p>	<p>triggers.</p> <p><u>Anti-bullying:</u> Protecting against online bullying. Impact of bullying on mental health. How to report concerns.</p> <p><u>Internet safety and harms:</u> Benefits of rationing time spent online. The risks of excessive time on electronic devices. Aware that some social media, computer games and online gaming are age restricted. Impact of positive and negative content online on their own mental and physical wellbeing. That the internet can be a place where online abuse, trolling, bullying and harassment can take place - this can have a negative impact on mental health.</p> <p>Road Safety.</p>	<p>Being physically active - the importance of building regular exercise into daily and weekly routines. How to achieve this e.g. walking to school.</p> <p>Importance of sleep and how lack of sleep can affect weight, mood and ability to learn.</p> <p><u>Healthy Eating:</u> The principles of planning and preparing a range of healthy meals.</p>	<p>What is an average period? Range of menstrual products. Implications for emotional and physical health. Managing requests for menstrual products,</p>	<p>and use CPR.</p>	<p>endings, changes and loss. New class and year group.</p>
Year 5	<p><u>Transition:</u> Getting to know your new class/year group.</p> <p><u>Families and people who care for me:</u> Respect for family diversity. Marriage/civil partnerships as a legally</p>	<p><u>Mental Wellbeing:</u> Mental Health - what is it? Aware that it is common for people to experience mental illnesses and many people can be helped if given the right support.</p>	<p><u>Health and Prevention:</u> To know about personal hygiene and germs. How bacteria and</p>	<p>Talking about puberty. Male and female changes. Puberty and hygiene.</p>	<p>What is first aid and the role of a 'first aider'? Explain the</p>	<p>Foreign currency. What influences spending? Saving money.</p>

	<p>recognised commitment.</p> <p>What is marriage and why do people get married?</p> <p>Do you have to be married to be a family?</p> <p>Rights and responsibility in relation to forced marriages.</p> <p>Read & discuss the book 'King and King' (civil partnerships).</p> <p><u>Caring friendships:</u></p> <p>Importance of friendships.</p> <p>Characteristics of friendships.</p> <p>Benefits of healthy friendships.</p> <p>How to maintain a healthy friendship.</p> <p>How to recognise unhealthy friendships and seek help</p> <p><u>Respectful relationships:</u></p> <p>Importance of self-respect and how this links to our own happiness.</p> <p>Permission seeking.</p> <p>Requirement to respect others.</p> <p>Types of bullying, impact and how to get help.</p> <p><u>Online relationships:</u></p> <p>People behave differently online.</p> <p>Same relationship principles apply online.</p> <p>Rules for keeping safe online.</p> <p>How to critically consider online content.</p> <p>How data and information is shared and used online.</p> <p><u>Being safe:</u></p> <p>Appropriate boundaries - personal and online.</p>	<p>How to take care of our mental health.</p> <p>How thoughts and feelings are affected and can be managed in challenging times.</p> <p>Benefits of self-care - exercise, time outdoors, hobbies and time with family/friends.</p> <p>Seeking help and advice from adults.</p> <p>Being aware of the negative impacts on mental health - bullying, isolation, lack of sleep/self-care and personal triggers.</p> <p><u>Anti-bullying:</u></p> <p>Consequences of teasing and bullying.</p> <p>Importance of anger management.</p> <p>Impact of bullying on mental health.</p> <p><u>Internet safety and harms:</u></p> <p>Benefits of rationing time spent online.</p> <p>Aware that some social media, computer games and online gaming are age restricted.</p> <p>The risks of excessive time on electronic devices.</p> <p>Impact of positive and negative content online on their own</p>	<p>viruses are spread and treated,</p> <p>Importance of handwashing.</p> <p>Legal and illegal drugs (including tobacco and alcohol).</p> <p>Attitudes to drugs.</p> <p>Peer Pressure.</p> <p>Judging risk.</p> <p><u>Physical Health and Fitness:</u></p> <p>Healthy lifestyle choices.</p> <p>The risks associated with an inactive lifestyle - including obesity.</p> <p>Importance of sleep and how lack of sleep can affect weight, mood and ability to learn.</p> <p>How and when to seek support (including which adults to speak to in school) if they are worried about their</p>	<p>Body image and the media.</p> <p>Positive physical and emotional health.</p> <p><u>Menstrual Wellbeing:</u></p> <p>Year 5 - see CWP Lessons 1, 2 and 3 - 2019 SoW (whole Class).</p> <p><u>In addition for girls:</u></p> <p>Helping girls to prepare/manage menstruation.</p> <p>Key facts about the menstrual cycle.</p> <p>What is an average period?</p> <p>Range of menstrual products.</p> <p>Implications for emotional and physical health.</p> <p>Managing requests for menstrual products,</p>	<p>differences between a burn and a scald - how to deal with burns.</p> <p>Understand how to help a casualty who is bleeding.</p> <p>Recognise when someone is having an asthma attack - how to respond.</p> <p>Identify when a casualty should be put into the recovery position.</p> <p>How to do the recovery position.</p>	<p>What are charities?</p> <p>PoW Charity Day for World Wide Fund (WWF).</p> <p><u>Railway Safety Assembly:</u></p> <p>London Transport .</p> <p><u>Transition & Changes (NS):</u></p> <p>Preparing for endings, changes and loss.</p> <p>New class and year group.</p>
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	<p>What privacy means & your body belongs to you.</p> <p>How to respond to adults you do not know.</p> <p>Appropriate contact.</p> <p>How to raise a concern/issue at home/school or online.</p> <p>How to ask for advice or help for themselves or others.</p>	<p>mental and physical wellbeing.</p> <p>That the internet can be a place where online abuse, trolling, bullying and harassment can take place - this can have a negative impact on mental health.</p> <p><u>Fire Safety:</u> Interactive Workshop with London Fire Brigade (LFB).</p> <p>Road Safety.</p>	<p>health.</p> <p><u>Healthy Eating:</u> The characteristics of a poor diet. The risks associated with unhealthy eating. Obesity. Tooth decay. Impact of alcohol on diet and health.</p>			
Year 6	<p><u>Transition:</u> Getting to know your new class/year group.</p> <p><u>Families and people who care for me:</u> The importance of stable relationships. Stable and caring relationships may be of different types. Respect for family diversity. Healthy relationships create a happy family - to recognise how family relationships make them feel. Explore how to seek advice if feeling unhappy or unsafe.</p> <p><u>Caring friendships:</u> Importance of friendships. Characteristics of friendships. Benefits of healthy friendships. How to maintain a healthy friendship. How to recognise unhealthy friendships and</p>	<p><u>Mental Wellbeing:</u> Mental Health - what is it? Aware that it is common for people to experience mental illnesses and many people can be helped if given the right support. How to take care of our mental health. How thoughts and feelings are affected and can be managed in challenging times. Feelings and common anxieties pupils face when starting KS3 and moving to Secondary School. Benefits of self-care - exercise, time outdoors, hobbies and time with family/friends. Seeking help and advice from adults. Being aware of the negative impacts on mental health -</p>	<p><u>Health and Prevention:</u> To know about personal hygiene and germs. How bacteria and viruses are spread and treated, Importance of handwashing. The facts and science relating to allergies, immunization and vaccinations.</p> <p><u>Drug Education:</u> Cannabis. VSA.</p>	<p>Puberty & reproduction.</p> <p>Understanding relationships.</p> <p>Conception & Pregnancy.</p> <p>Health services.</p> <p>Healthy families and nutrition.</p> <p><u>Menstrual Wellbeing:</u> Year 6 - see CWP Lesson 1 - 2019 SoW (whole Class).</p> <p><u>In addition for girls:</u></p>	<p>What is meant by first aid?</p> <p>How and when to call the Emergency Services/</p> <p>How to recognise and respond to;</p> <p>Asthma Attacks.</p> <p>Bleeding.</p> <p>Burns.</p> <p>Choking.</p>	<p>Effects of economic choices.</p> <p>Debt and risk.</p> <p>Enterprise.</p> <p>What are charities?</p> <p>PoW Charity Day for World Wide Fund (WWF).</p> <p><u>Railway Safety Assembly:</u> London Transport .</p> <p><u>Transition & Changes (NS):</u></p>

	<p>seek help</p> <p><u>Respectful relationships</u></p> <p>Importance of self-respect and how this links to our own happiness.</p> <p>Respecting differences – gender and sexuality – link to coverage/books previously covered (See Year 3 ‘Tango makes three’ and Year 5 ‘King & King’ – Links to LGBT).</p> <p>Respect and Equality (CWP Unit 2).</p> <p>Stereotypes and their impact.</p> <p><u>Online relationships:</u></p> <p>People behave differently online.</p> <p>Same relationship principles apply online.</p> <p>Rules for keeping safe online.</p> <p>How to critically consider online content.</p> <p>How data and information is shared and used online.</p> <p><u>Being safe:</u></p> <p>Appropriate boundaries – personal and online.</p> <p>Peer pressure linked to radicalization.</p> <p>Gang pressure & knife crime.</p> <p>How to respond to adults you do not know.</p> <p>Appropriate contact.</p> <p>How to raise a concern/issue at home/school or online.</p> <p>How to ask for advice or help for themselves or others.</p>	<p>bullying, isolation, lack of sleep/self-care and personal triggers.</p> <p><u>Anti-bullying:</u></p> <p>Accepting our part in a conflict.</p> <p>Assertiveness.</p> <p>Impact of bullying on mental health.</p> <p><u>Internet safety and harms:</u></p> <p>Impact of positive and negative content online on their own mental and physical wellbeing.</p> <p>Aware that some social media, computer games and online gaming are age restricted.</p> <p>Benefits of rationing time spent online.</p> <p>The risks of excessive time on electronic devices.</p> <p>That the internet can be a place where online abuse, trolling, bullying and harassment can take place – this can have a negative impact on mental health.</p> <p>Road Safety.</p>	<p>Getting help.</p> <p><u>Physical Health and Fitness:</u></p> <p>Healthy lifestyle choices.</p> <p>Managing stress through healthy lifestyle.</p> <p>The risks associated with an inactive lifestyle – including obesity.</p> <p>Importance of sleep and how lack of sleep can affect weight, mood and ability to learn.</p> <p>How and when to seek support (including which adults to speak to in school) if they are worried about their health.</p> <p><u>Healthy Eating:</u></p> <p>The characteristics of a poor diet.</p> <p>The risks associated with unhealthy eating.</p>	<p>Helping girls to prepare/manage menstruation.</p> <p>Key facts about the menstrual cycle.</p> <p>What is an average period?</p> <p>Range of menstrual products.</p> <p>Implications for emotional and physical health.</p> <p>Managing requests for menstrual products,</p>	<p>Head Injuries.</p>	<p>Reflecting on time at Prince of Wales Primary School.</p> <p>Preparing for endings, changes and loss.</p> <p>Responsibilities at secondary school.</p> <p>Safer journeys.</p>
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			Obesity. Tooth decay. Impact of alcohol on diet and health.			
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Appendix 3 - Example of PoW Values for Autumn Term

Key: Green – School Values Blue – British Values Purple – PSHE/Event/Festival

Dates	Values and Themes	Year Group/SLT	Blocked Subjects
Monday 7 th September	Freedom - new beginnings Individual Liberty	Mr Bless	'Getting to know you' PSHE Week
Monday 14 th September	Choice Democracy Optional Link - School Parliament	Year 1	History
Monday 21 st September	Harvest Festival Link - School Food Bank Gratitude Mutual Respect	Year 2	History
Monday 28 th September	Creativity Link to Science Individual Liberty	Year 6	Science
Monday 5 th October	Celebrating Black History in our Curriculum Inspiration Democracy, Mutual Respect and Individual Liberty	Year 4	RE
Monday 12 th October	Halloween, Autumn Nights and Bonfire Safety Co-operation Rule of Law & Democracy	Year 5	Art
Monday 19 th October	Diwali Understanding Tolerance of other faiths and beliefs	Year 3	Art
Monday 2nd November	Anti-bullying Week Theme - United against Racism Challenges	Ms Clarke BLM Working Party	Geography

	Mutual Respect	Year 6	
Monday 9 th November	Children in Need and reminder Charity Day/£1 – Friday 13 th Nov Kindness Mutual Respect	Year 1	Geography
Monday 16 th November	Road Safety Week Thoughtfulness Rule of Law	Year 2	Science
Monday 23 rd November	Understanding Democracy, Rule of Law and Individual Liberty	Year 3	RE
Monday 30 th December	Ambition & Confidence Individual Liberty	Year 4	D&T
Monday 7 th December	Endurance & Resilience Individual Liberty	Year 5	D&T
Monday 14 th December	Reflection Individual Liberty	Mr Bless	Reflection

CHRISTMAS HOLIDAY

Appendix 4
 Prince of Wales - EYFS Values Plan



The EYFS Woodlands...learning together, growing together

Promoting British Values and pupils' Spiritual, Moral, Social and Cultural development (SMSC)

<p>The five fundamental British Values.</p>	<p>Our Early Year's Values</p>	<p>How do we actively promote the British Values and our Early Year's Values, in the Woodlands?</p> <p>For example...</p>
<p>Individual Liberty.</p>	<p>Confidence and Independence.</p>	<p>In our EYFS we actively promote Individual Liberty alongside Confidence and Independence by teaching the children and their families about our '10 Stepping Stones to be Nursery/Reception ready'...</p> <ol style="list-style-type: none"> 1. I can settle happily without my parent/carer. 2. I can tell friends and grown-ups what I need. 3. I can take turns and share when I am playing. 4. I can go to the toilet on my own and wash my hands. 5. I can put on my coat and shoes and feed myself. 6. I can tell a grown-up when I am happy, sad or cross. 7. I know that what I do or say can make people happy/sad.

		<p>8. I am curious and want to learn and play.</p> <p>9. I can stop what I am doing, listen and follow simple instructions.</p> <p>10. I enjoy sharing books with grown-ups.</p>
Rule of Law	Kindness.	<p>In our EYFS we actively promote the Rule of Law and Kindness by...following the school's 'Golden Rules', which are...</p> <ol style="list-style-type: none"> 1. I can be kind and helpful. 2. Be honest. 3. Listen to people. 4. Look after property. 5. Work hard. 6. Be gentle.
Mutual Respect and Tolerance of different faiths and beliefs.	Community.	<p>In our EYFS we actively promote Mutual Respect and Tolerance alongside Community all through the year.</p> <ul style="list-style-type: none"> ❖ We celebrate and value festivals like Diwali, Christmas, Chinese New Year and Easter. ❖ We invite our parents and carers to a 'Story Cafe' to celebrate Christmas, Valentine's Day, Easter and the end of Reception. ❖ We raise money every year for three Charities: Children in Need, Comic Relief and the World Wide Fund (WWF). ❖ We learn about other cultures and celebrate a whole school 'cultural day'. ❖ We invite our families to our annual Art Exhibition and to watch our Christmas Concert and our summer Sport's Day.
Democracy.	Choice.	<p>In our EYFS we actively promote Democracy and Choice.</p>

		<ul style="list-style-type: none">❖ We promote the characteristics of effective learning: creating and thinking critically, playing and exploring, alongside active learning.❖ We provide an enabling environment for the children to learn as they play.❖ We encourage the children to know that their thoughts and feelings are important.❖ We encourage the children to share toys and play together.❖ We encourage the children to make choices during free-flow play.❖ Children can write a request for their favourite story to be read at the end of the day.
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Following DfE's 'British Values' demonstrates how EYFS at Prince of Wales School are meeting the requirements of Section 78 of Education Act 2002 in our provision of SMSC.