Witherley C.E. Primary School



**PSHE/RSE Policy**

**Last Reviewed: February 2024**

**To be reviewed: February 2025**

# Witherley CE Primary School – PSHE/RSE Policy

**Aims**

The National Curriculum states that ‘all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.’

According to the Education Act 2002 and the Academies Act 2010, the PSHE curriculum should be a balanced and broadly-based curriculum which ‘promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for opportunities, responsibilities and experiences of later life.’

We use a PSHE Programme - 3D PSHE - in which pupils develop the knowledge, skills and attributes needed in order to keep themselves healthy and safe whilst preparing them for life and work.

This policy, provided by Dimensions Curriculum, reflects the 2020 guidance and covers all aspects of Relationships Education and Health Education in an age-appropriate way.

There are three underlying core themes taught throughout Dimensions 3D PSHE, within which there is broad overlap and flexibility :-

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

Pupils are encouraged to participate in a wide variety of activities, enabling them to make significant contributions to both life in school and within the wider community. This allows them to become aware of their skills and talents, develop their self-worth, learn to work as part of a team and take greater responsibility for their own learning. In doing so, they are able to reflect and evaluate on how they are making progress.

The 3D PSHE Programme provides pupils with the means to handle many of the social, cultural, spiritual, physical and moral issues that occur throughout life.

3D PSHE helps pupils to develop and demonstrate skills and attitudes that will allow them to participate fully, and contribute positively, to life in modern Britain. Pupils learn to respect similarities and differences between our diverse cultures in order to build successful and meaningful friendships and relationships that are vital to the world we live in.

Dimensions 3D PSHE supports the development of the attitudes, values, skills and behaviour which enable pupils to:-

* Live healthy lifestyles
* Address personal hygiene
* Develop an awareness of changing and growing
* Deal with different emotions in an appropriate way
* Keep safe
* Communicate well with others and work as a team
* Define, identify and know how to respond to bullying
* Know where and how to seek help when needed
* Treat everybody with respect
* Form and build positive relationships
* Understand the reasons for rules, and their responsibility to keep them
* Learn about their responsibility in caring for others
* Be active in their own learning
* Be active within their community
* Manage money well
* Keep safe online
* Self-assess and identify their strengths and weaknesses
* Know how to make emergency calls
* Know basic First Aid
* Work collaboratively and respectfully
* Appreciate diversity
* Empathise with other points of view
* Express opinions clearly
* Understand the changes that occur in puberty
* Develop strategies for managing changing emotions

**Relationships Education (Statutory)**

The focus of 3D PSHE in primary school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults.

3D PSHE teaches pupils, in an age-appropriate way, what a healthy relationship is, enabling them to form a clear understanding of the features of positive relationships that are likely to lead to fulfilment, happiness and security. Pupils learn what friendship is, what family means and who the people are who can support them.

Our school’s careful use of 3D PSHE teaches about families in a well-judged and sensitive way, based on a clear knowledge of the pupils and their circumstances, reflecting that some children have different family structures and supportive relationships. They learn how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding, including the differences between appropriate and inappropriate or unsafe physical, and other, contact are the forerunners of teaching about consent, which takes place at secondary.

3D PSHE lessons teach pupils about online safety and appropriate behaviour online, including sharing data and ways in which information provided by users may be used negatively.

3D PSHE’s Relationship Education encourages the development and practice of resilience and perseverance, self-respect and self-worth. Pupils are also helped to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. In 3D PSHE, this is achieved through a plethora of exciting and innovative learning experiences for in active citizenship.

Pupils are taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

They also learn about safe relationships, focusing on boundaries and privacy and ensuring that they understand that they have rights over their own bodies. This also covers understanding boundaries in friendships with peers, in families and with others, in all contexts, including online. In 3D PSHE, pupils are clearly taught how to report concerns and seek advice when they suspect or know that something is wrong. Of paramount importance is ensuring the balance between informing children about making sensible decisions to stay safe (including online) without frightening them unnecessarily, whilst also making it clear that it is never the fault of a child who is exploited or abused, and why victim blaming is always wrong.

**Sex Education**

Sex Education is not statutory in primary schools.

The National Curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Our school has determined that we will add*.*

We use the 3D Sex Education Unit. This is tailored to the age and the physical and emotional maturity of our pupils and supports pupils’ ongoing emotional and physical development effectively. We ensure that both boys and girls are prepared for the changes that adolescence brings and, drawing on knowledge of the human life cycle set out in the national curriculum for science, understand how a baby is conceived and born.

We consult parents before their children start Year 6 about the detailed content of what will be learnt through the 3D PSHE Sex Education unit. We offer parents support in talking to their children about sex education and how to link this with what is being taught in school.

Parents have the right to withdraw their children from our sex education lessons. Our head teacher will be available to discuss the request with parents to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum, and a record will be kept of this process. The head teacher will discuss with parents the benefits of receiving this education and any detrimental effects that withdrawal might have on the child, for example the likelihood of the child hearing their peers’ version of what was said in the classes, rather than what was directly said by the teacher. These detrimental effects may, of course, be mitigated if the parents propose to deliver sex education to their child at home instead. If a pupil is excused from sex education, our school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Our 3D PSHE Sex Education teaching and materials are appropriate, having regard to the age and religious backgrounds, and any special educational needs or disabilities of our pupils.

**PSHE Content and Coverage**

Dimensions 3D PSHE covers all areas of PSHE for primary schools, as shown in the tables below:-

**Reception Overview**

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| **Making relationships** | **Lessons** | **Cycle A** | **Cycle B** |
| Initiates conversations, attends to and takes account of what others say *(DM 40-60 months)* It’s all about…taking part! | Lesson 7 ‘An Old Friend’ |  | Autumn 1 |
| Explains own knowledge and understanding *(DM 40-60 months)*It’s all about… taking part! | Lesson 16 ‘All Join In’Lesson 23 ‘Eid Mubarak!’ |  | Summer 1 |
| Asks appropriate questions of others *(DM 40-60 months)* It’s all about… being smart! | Lesson 11 ‘I Feel Poorly’Lesson 18 ‘A Piece of Cake’ | Autumn 1 | Spring 2 |
| Takes steps to resolve conflicts with other children by finding compromises *(DM 40-60 months)* It’s all about…where to start! | Lesson 4 ‘It’s Your Turn’ |  | Autumn 1 |
| Plays co-operatively, taking turns with others *(ELG)* It’s all about…taking part! | Lesson 4 ‘It’s Your Turn’Lesson 24 ‘Playtime Games’ Lesson 25 ‘Litter Bug!’ | Spring 2Summer 1/2 | Autumn 1 |
| Takes account of one another’s ideas about how to organise an activity *(ELG)* It’s all about… having heart! | Lesson 10 ‘Rainy Days’Lesson 19 ‘Busy Body’ | Spring 2 | Autumn 1 |
| Shows sensitivity to others’ needs and feelings and form positive relationships with adults and other children *(ELG)* It’s all about… having heart! | Lesson 1 ‘Hide and Seek’Lesson 7 ‘An Old Friend’Lesson 14 ‘Family Fun’Lesson 23 ‘Eid Mubarak!’ | Autumn 1Autumn 1 | Spring 1Summer 2 |

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| **Self Confidence / Awareness** | **Lessons** | **Cycle A** | **Cycle B** |
| Confident to speak to others about own needs, wants, interests and opinions *(DM 40-60 months)* It’s all about… being smart! | Lesson 3 ‘I Like...’Lesson 10 ‘Rainy Days’Lesson 25 ‘Litter Bug!’ | Spring 2Summer 1/2 | Spring 1 |
| Can describe self in positive terms and talk about abilities *(DM 40-60 months)* It’*s* all about… being smart! | Lesson 8 ‘Me and You’Lesson 15 ‘One Gold Star’ | Autumn 1 | Spring 1 |
| Confident to try new activities (ELG) It’s all about…being smart! | Lesson 6 ‘Taking the Plunge’ |  | Autumn 1 |
| Says why they like some activities more than others (ELG) It’s all about… being smart! | Lesson 2 ‘Nan’s House’ |  | Summer 1 |
| Confident to speak in a familiar group (ELG) It’s all about… taking part! | Lesson 10 ‘Rainy Days’ | Spring 2 |  |
| Talks about their ideas (ELG) It’s all about... being smart! | Lesson 10 ‘Rainy Days’ | Spring 2 |  |
| Chooses resources they need for their chosen activities (ELG) It’s all about… being smart! | Lesson 18 ‘A Piece of Cake’ |  | Spring 2 |
| Says when they do or don’t need help (ELG) It’s all about… being smart! | Lesson 6 ‘Take the Plunge’Lesson 17 ‘I’m Stuck’Lesson 21 ‘Dressing Up’Lesson 22 ‘E-Safety, Be Safe’ | Autumn 1Autumn 1 | Autumn 1 |

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| **Managing Feelings / Behaviour** | **Lessons** | **Cycle A** | **Cycle B** |
| Beginning to be able to negotiate and solve problems without aggression *(DM 40-60 months)* It’s all about…where to start! | Lesson 5 ‘What a Problem’Lesson 25 ‘Litter Bug!’ | Autumn 1Summer 1/2 |  |
| Talks about how they and others show feelings *(ELG)* It’s all about… having heart! | Lesson 2 ‘Nan’s House’Lesson 20 ‘The New Pet’ |  | Summer 1Summer 1 |
| Talks about their own and others’ behaviour and its consequences(ELG) It’s all about… being smart! | Lesson 12 ‘Clean and Tidy’Lesson 13 ‘Bully Boy’Lesson 24 ‘Playtime Games’ | Spring 2 |  |
| Works as part of a group or class, and understands and follows the rules *(ELG)* It’s all about… taking part! | Lesson 9 ‘Stick to the Rules’ |  | Summer 2 |

**Year One Overview**

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| **Autumn 1** | Core Theme 3 Unit 1 LESSON 1: Rules / Expectations - We Expect ... Core Theme 3 Unit 1 LESSON 2: Rules / Expectations - Class Charter Core Theme 1 Unit 5 LESSON 6: Internet Safety - E-SafetyCore Theme 2 Unit 4 LESSON 1: Friendship - Forever Friends Core Theme 2 Unit 4 LESSON 2: Friendship - Make Friends Core Theme 3 Unit 1 LESSON 3: Taking Turns - It's Your Turn!  |
| **Autumn 2** | Core Theme 2 Unit 1 LESSON 7: Good Manners - How Rude! Core Theme 1 Unit 4 LESSON 1: Happiness - Smile!Core Theme 1 Unit 4 LESSON 2: Anger - Grrrr!Core Theme 2 Unit 1 LESSON 1: Feelings - How I Feel Core Theme 2 Unit 1 LESSON 2: Responses - You and Me Core Theme 2 Unit 1 LESSON 3: Opinions - I Think...  |
| **Spring 1** | Core Theme 1 Unit 2 LESSON 4: Washing Hands - Meet Grub! Core Theme 1 Unit 1 LESSON 1: Healthy Eating - Vote Green! Core Theme 1 Unit 1 LESSON 2: Healthy Eating - Meat Eaters Core Theme 1 Unit 1 LESSON 3: Healthy Eating - Party Time! Core Theme 1 Unit 1 LESSON 4: Physical Activity - Get Physical! Core Theme 2 Unit 3 LESSON 2: Comparisons - All the Same  |
| **Spring 2** | Core Theme 2 Unit 2 LESSON 1: Definition - A Bully is...Core Theme 2 Unit 2 LESSON 2: Unkindness - Blame Game Core Theme 2 Unit 2 LESSON 3: Behaviour - Bullying is...Core Theme 2 Unit 2 LESSON 4: Behaviour - + and –Core Theme 1 Unit 5 LESSON 4: Personal Safety - Secret Surprise Core Theme 1 Unit 5 LESSON 5: Emotional Safety - Getting Help  |
| **Summer 1** | Core Theme 2 Unit 3 LESSON 6: Kindness - Give a LittleCore Theme 2 Unit 4 LESSON 5: Family - My FamilyCore Theme 2 Unit 4 LESSON 6: Family - Special PeopleCore Theme 3 Unit 1 LESSON 6: Caring - Talking to PlantsCore Theme 3 Unit 1 LESSON 4: Lending / Borrowing - The Borrowers Core Theme 3 Unit 1 LESSON 5: Sharing - Share the Booty  |
| **Summer 2** | Core Theme 1 Unit 5 LESSON 1: Sun Safety – It’s a Cover Up! Core Theme 1 Unit 5 LESSON 2: Road Safety – Green X Code Core Theme 3 Unit 3 LESSON 1: Money - Grows on Trees? Core Theme 3 Unit 3 LESSON 2: Money - Coining it in! Core Theme 3 Unit 3 LESSON 3: Money - Keep Money Safe  |

 **Year Two Overview**

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| **Autumn 1** | Core Theme 2 Unit 4 LESSON 3: Friendship - Hola! Bonjour! Core Theme 2 Unit 4 LESSON 4: Friendship - Share AlikeCore Theme 2 Unit 3 LESSON 1: Fair and Unfair - It's Not Fair! Core Theme 3 Unit 2 LESSON 1: Our School - Common Goals Core Theme 3 Unit 2 LESSON 2: Belonging - I Belong ...Core Theme 3 Unit 2 LESSON 3: Belonging - Join Our Club! Core Theme 2 Unit 5 LESSON 7: Staying Safe – I Don’t Know You  |
| **Autumn 2** | Core Theme 2 Unit 3 LESSON 4: Right and Wrong - In the Right Core Theme 1 Unit 4 LESSON 5: Consequences - Good v Bad Core Theme 1 Unit 4 LESSON 6: Aspirations - It's a Goal!Core Theme 2 Unit 1 LESSON 4: Co-operation – Negotiation Core Theme 2 Unit 1 LESSON 5: Co-operation - Want to Play? Core Theme 2 Unit 1 LESSON 6: Co-operation - Let's Debate!  |
| **Spring 1** | Core Theme 1 Unit 2 LESSON 5: Keeping Clean - Bath-time Core Theme 1 Unit 2 LESSON 6: Skin - Skinny TipsCore Theme 1 Unit 2 LESSON 1: Dental Hygiene - Brushing Up! Core Theme 1 Unit 2 LESSON 2: Dental Hygiene - Bright White Core Theme 1 Unit 2 LESSON 3: Dental Hygiene - Top Teeth Core Theme 1 Unit 5 LESSON 3: Drug Safety - Magic Medicine  |
| **Spring 2** | Core Theme 1 Unit 3 LESSON 1: Similarities and Differences - Boys v Girls Core Theme 1 Unit 3 LESSON 2: The Human Body - Body BitsCore Theme 1 Unit 3 LESSON 3: Growing Up - All Grown UpCore Theme 1 Unit 3 LESSON 4: Changing Needs - I Need Core Theme 1 Unit 1 LESSON 5: Physical Activity - Mighty Muscles Core Theme 1 Unit 1 LESSON 6: Exercise - Workout!  |
| **Summer 1** | Core Theme 2 Unit 2 LESSON 5: Behaviour - Help Me!Core Theme 2 Unit 3 LESSON 3: Behaviour - In My ShoesCore Theme 2 Unit 3 LESSON 5: Teasing - Cry Baby!Core Theme 3 Unit 2 LESSON 4: Local Citizenship - Our Local Area Core Theme 3 Unit 2 LESSON 5: Local Citizenship - Community Care Core Theme 1 Unit 3 LESSON 5: Responsibility - Who's at Fault?  |
| **Summer 2** | Core Theme 1 Unit 3 LESSON 6: Emotions – Mood Swings Core Theme 1 Unit 4 LESSON 3: Love - Three Little Words Core Theme 1 Unit 4 LESSON 4: Sadness - How to Cope Core Theme 3 Unit 3 LESSON 4: Money - Shopping List Core Theme 3 Unit 3 LESSON 5: Choices - This or That? Core Theme 3 Unit 3 LESSON 6: Enterprise - Dragons' Den  |

**Year Three Overview**

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| **Autumn 1** | Core Theme 1 Unit 6 LESSON 1: E-Safety – Online ChatCore Theme 1 Unit 6 LESSON 2: Online Privacy – The Secrets Jar Core Theme 1 Unit 6 LESSON 3: Online Privacy – E-ProtectionCore Theme 3 Unit 1 LESSON 1: Rules – I’m In Charge!Core Theme 3 Unit 1 LESSON 2: Thinking Ahead – Lesson Planning Core Theme 3 Unit 1 LESSON 3: Taking the Lead – Learning Time  |
| **Autumn 2** | Core Theme 2 Unit 5 LESSON 1: Friendship – Best Features Core Theme 2 Unit 5 LESSON 2: Friendship – Circles Time Core Theme 2 Unit 5 LESSON 3: Friendship - Falling Out Core Theme 2 Unit 5 LESSON 4: Friendship – The BAFAs Core Theme 1 Unit 5 LESSON 1: Loss / Separation – Lost! Core Theme 1 Unit 5 LESSON 2: Loss / Separation – Found!  |
| **Spring 1** | Core Theme 1 Unit 1 LESSON 1: Physical, Emotional and Mental – I Am Who I Am!Core Theme 1 Unit 1 LESSON 2: Physical, Emotional and Mental – Hearts and Minds Core Theme 1 Unit 1 LESSON 3: Physical, Emotional and Mental – Three in OneCore Theme 1 Unit 2 LESSON 4: Sleep – Sweet Dreams  |
| **Spring 2** | Core Theme 2 Unit 1 LESSON 1: Clear Messages – Dot, Dot, DashCore Theme 2 Unit 1 LESSON 2: How to Listen – Listen Up!Core Theme 3 Unit 2 LESSON 1: Different Communities – My Community. Core Theme 3 Unit 2 LESSON 2: School Communities – School Swap  |
| **Summer 1** | Core Theme 1 Unit 7 LESSON 1: Before Puberty – You’ve Grown!Core Theme 1 Unit 7 LESSON 2: Visible Changes – Mind the Gap Core Theme 1 Unit 8 LESSON 1: How to Help – Who to CallCore Theme 1 Unit 8 LESSON 2: Emergency Calls – Calling 999Core Theme 1 Unit 8 LESSON 3: Emergency Calls – Ambulance, Now!  |
| **Summer 2** | Core Theme 1 Unit 2 LESSON 1: A Balanced Approach – Define: Healthy Core Theme 1 Unit 2 LESSON 2: Physical Exercise – Active Kids?Core Theme 1 Unit 2 LESSON 3: Lifestyle Choices – It’s Your Choice Core Theme 2 Unit 2 LESSON 1: Working Together – Name Game Core Theme 2 Unit 2 LESSON 2: Working Together – Build It Up Core Theme 2 Unit 2 LESSON 3: Shared Goals – Better Places  |

**Year Four Overview**

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| **Autumn 1** | Core Theme 1 Unit 6 LESSON 4: Online Privacy – It’s PersonalCore Theme 1 Unit 6 LESSON 5: Internet Use – Online UsageCore Theme 1 Unit 6 LESSON 6: Internet Use – Age LimitsCore Theme 3 Unit 3 LESSON 1: Gender Stereotypes – His and Hers  |
| **Autumn 2** | Core Theme 2 Unit 3 LESSON 1: Reactions - FrustrationCore Theme 2 Unit 3 LESSON 2: Self-Worth – I’m a Marvel!Core Theme 2 Unit 3 LESSON 3: Persistence and Resilience - Don’t Give UpCore Theme 2 Unit 3 LESSON 4: Negative Persistence – Over and Over Core Theme 1 Unit 5 LESSON 5: Feelings - Overreacting  |
| **Spring 1** | Core Theme 1 Unit 3 LESSON 1: A Balanced Diet – Plant or Animal? Core Theme 1 Unit 3 LESSON 2: A Balanced Diet – Balancing Act Core Theme 1 Unit 3 LESSON 3: Working with Food – Master Chef Core Theme 1 Unit 3 LESSON 4: Working with Food – Our Food Hall  |
| **Spring 2** | Core Theme 2 Unit 1 LESSON 3: Responding to Others – Agony Aunts Core Theme 2 Unit 1 LESSON 4: Expressing Opinions – It’s Debatable Core Theme 1 Unit 5 LESSON 3: Loss / Separation – Left BehindCore Theme 1 Unit 5 LESSON 4: Family Changes – Two Homes  |
| **Summer 1** | Core Theme 1 Unit 4 LESSON 1: Identified Strengths – I’m Good at That Core Theme 1 Unit 5 LESSON 6: Self-Respect – Let’s Rock!Core Theme 1 Unit 4 LESSON 2: Identified Strengths – Future MeCore Theme 1 Unit 4 LESSON 3: Setting Goals – That’s My Goal! Core Theme 1 Unit 4 LESSON 4: Setting Goals – The Impossible Dream  |
| **Summer 2** | Core Theme 2 Unit 4 LESSON 1: Connections – Paper ChainsCore Theme 2 Unit 4 LESSON 2: Family Links – Family TreeCore Theme 2 Unit 4 LESSON 3: Religious Views – Faith Findings Core Theme 2 Unit 4 LESSON 4: Celebrate Diversity – Inside Outside Core Theme 3 Unit 4 LESSON 1: Money Choices – A Million Dollars Core Theme 3 Unit 4 LESSON 2: Managing Money – Design Choices  |

**Year Five Overview**

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| **Autumn 1** | Core Theme 3 Unit 1 LESSON 1: Structure – Just Imagine ...Core Theme 3 Unit 1 LESSON 2: Law and Order – In ChargeCore Theme 3 Unit 1 LESSON 3: U.N. Rights – Our RightsCore Theme 2 Unit 4 LESSON 5: Online Relationships – A Risky Business Core Theme 1 Unit 5 LESSON 1: Drugs – Just Say No! Core Theme 1 Unit 5 LESSON 2: Alcohol – Drink Aware  |
| **Autumn 2** | Core Theme 1 Unit 4 LESSON 1: Death and Grief – It’s NaturalCore Theme 1 Unit 4 LESSON 2: Death and Grief - PoppiesCore Theme 1 Unit 4 LESSON 3: Managing Conflict – Families at War Core Theme 3 Unit 2 LESSON 1: Community Event – We’re Cultured! |
| **Spring 1** | Core Theme 1 Unit 1 LESSON 2: Physical, Emotional and Mental – What’s Puberty?Core Theme 1 Unit 1 LESSON 3: Healthy Lifestyles – You Choose! Core Theme 1 Unit 5 LESSON 3: Tobacco – Up in Smoke Core Theme 1 Unit 5 LESSON 4: Substance Abuse – Let’s Be Frank  |
| **Spring 2** | Core Theme 1 Unit 1 LESSON 1: Physical, Emotional and Mental – 3-DimensionalCore Theme 2 Unit 1 LESSON 1: Confidentiality – Secret InfoCore Theme 2 Unit 1 LESSON 2: Listening – I’m All Ears! Core Theme 2 Unit 1 LESSON 3: Responding – Scenarios  |
| **Summer 1** | Core Theme 1 Unit 2 LESSON 1: Food Choices – Secret EatersCore Theme 1 Unit 2 LESSON 2: Food Choices – Invention Team Core Theme 1 Unit 2 LESSON 3: Cooking – Michelin StarsCore Theme 2 Unit 4 LESSON 1: Physical Contact – Touch Sensitive  |
| **Summer 2** | Core Theme 2 Unit 2 LESSON 1: Responding - ScrabbleCore Theme 2 Unit 2 LESSON 2: Shared Goals – It’s All Go! Core Theme 2 Unit 2 LESSON 3: Community Spirit – All Join In Core Theme 1 Unit 5 LESSON 5: Basic First-Aid – First Aids Tips  |

**Year Six Overview**

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| **Autumn 1** | Core Theme 1 Unit 3 LESSON 1: Identified Strengths – Big Dreams Core Theme 1 Unit 3 LESSON 2: Identified Strengths – Big Achievers Core Theme 1 Unit 3 LESSON 3: Setting Goals – ‘Super Futures’ Core Theme 1 Unit 3 LESSON 4: Setting Goals – I Can Do That! Core Theme 1 Unit 5 LESSON 6: Internet Safety – Fake News  |
| **Autumn 2** | Core Theme 2 Unit 3 LESSON 1: Race and Ethnicity – United States? Core Theme 2 Unit 3 LESSON 2: Gender Stereotypes – Jobs 4 All Core Theme 2 Unit 3 LESSON 3: Culture – Cultural Feast  |
| **Spring 1** | Core Theme 1 Unit 1 LESSON 4: Physical Illness – Bleugh!Core Theme 1 Unit 1 LESSON 6: Immunisation – One Sharp Scratch Core Theme 2 Unit 4 LESSON 3: Marriage – I Promise...  |
| **Spring 2** | Core Theme 1 Unit 1 LESSON 5: Healthy Minds – Young MindsCore Theme 2 Unit 4 LESSON 4: Mental Wellbeing – Mind Business Core Theme 2 Unit 4 LESSON 2: Support and Care - Connections  |
| **Summer 1** | Core Theme 3 Unit 3 LESSON 1: Budgeting – Money SupermarketCore Theme 3 Unit 3 LESSON 2: Consumer Sense – Payment Terms Core Theme 3 Unit 3 LESSON 3: Consumer Sense – A Class Catalogue!  |
| **Summer 2** | Core Theme 3 Unit 4 LESSON 1: Generating Income – Making Money Core Theme 3 Unit 4 LESSON 2: Generating Income – Raising Money  |

**3D PSHE Sex Education Unit**

We use the 3D Sex Education Unit. This covers close relationships, including friendships, that often form during puberty; the physical, mental and emotional changes that take place during puberty; sexual relationships; busting some myths about sex; the features of healthy and unhealthy relationships; gender identities; an awareness of transgender issues; the difference between transgender and

cross-dressing.

**3D PSHE Extremism and Radicalisation Unit**

We use the 3D PSHE Extremism and Radicalisation Units. In KS1 we cover understanding the differences between ‘fact’ and ‘opinion’; recognising and respecting similarities and differences between people; how to deal with confrontation; understanding that difference is a positive feature. In KS2 we look at how to deal with peer pressure; how extremism manifests itself; homophobia and racism as extremist behaviours; terrorism.

Fact and Opinion

**3D PSHE Substance Related Abuse Unit**

We use the 3D Substance Related Abuse Unit. This covers keeping safe;

understanding some of the consequences of risk-taking; knowing some of the different forms addiction can take; the names of the most common drugs; how advertising influences our choices.

**Implementation**

Trust is one of our core values and as such, plays a key part in developing the good relationships needed between all stake holders, to enable children to feel safe and secure. Confidentiality will be key to making sure children want to talk about sensitive issues in PSHE lessons. As a school, we pride ourselves on our positive relationships with the children and we want them to feel assured that we will respect their opinions and cultural backgrounds. We will ensure that all staff adhere to this and understand the need for sensitivity and understanding within the lessons through a continuous provision of training and guidance.

**Equality, diversity and inclusion**

All teaching will take into account the age, ability, readiness and background of the children and families. Planning will be adjusted to fit the needs of the children where necessary.

We promote diversity and inclusion by selecting resources in our lessons that provide positive images. We all also look for opportunities to challenge stereo-typing. This should be a cross-curricula approach. Staff should always challenge prejudice, whenever they witness it in school, not only in PSHE lessons. It needs to be looked upon as a learning opportunity. We are aware that the community we serve is not very ethnically diverse. For this reason, we need to ensure that we make the most of any opportunities to promote or give children experience of people who are different to them in a range of ways.

We expect our children to do the same by being respectful, tolerant, open-minded and fair. Our curriculum and school ethos will be consistent across the school.

It is essential that children identified as SEND are not withdrawn from PSHE lessons to work on other academic areas or intervention groups. No children will be excluded from these lessons and parents will be actively encouraged NOT to withdraw their children from sex education lessons. In the event of them wishing to withdraw their children, we will open dialogue to explain why their child should attend and in the event of withdrawal, support will be available for parents to support their child’s learning in this key subject at home.

**Teaching and Learning**

The main features of good practise in our school should include:

* Determining prior knowledge before starting a topic
* A range of teaching methods
* Positive attitudes in lessons (no scare tactics)
* Making links to real life
* Making links to the wider curriculum
* Spiral programme of repeated topics and themes- with learning deepened over time
* Allocated curriculum time

Provision will be further enriched by:

* Using technology
* Promoting further learning at home
* Outside speakers (see visiting speaker policy)
* Active learning
* Appropriate use of assessment

Most lessons will be taught by the class teacher and supported by the LSA. Guidance and professional development will be provided by the lead teacher. Where external speakers are invited to lead a lesson, the class teacher will still be responsible for overseeing the whole session.

**Disclosure (Also see Safeguarding Policy)**

In the event of a disclosure, the aforementioned confidentiality is overruled. Teachers cannot offer confidentiality where there are any reasons to be concerned about a child’s safety or welfare. In the event of a disclosure, staff must adhere to the school’s safeguarding policy at all times. External speakers are also bound by our safeguarding policy.

Where there is any doubt as to whether to maintain confidentiality or not, the teacher must seek guidance from a Designated Safeguard Lead.

**Monitoring and Reviewing**

School governors, with support from the head teacher, will be responsible for monitoring the effectiveness of the policy across the school. The head teacher will inform the governors regularly to ensure they are aware of key changes to the curriculum and that they are provided with evidence that this policy is being adhered to.

Teachers will regularly reflect on the teaching and learning within their year groups, within key stages and as a whole school. Opportunities will be provided for making adjustments as they are required.

Pupils will also be able to reflect on what they are learning and will be given a “pupil voice” through regular evaluation sessions.

This policy will be reviewed by the curriculum lead annually to ensure it is up to date with current guidance.

**Bibliography**

This Dimensions 3D Primary PSHE Policy is informed by the following links:-

* [Academies Act 2010](http://www.legislation.gov.uk/ukpga/2010/32/section/1A)
* [Children and Social Work Act 2017](http://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted)
* [Education Act 2002](http://www.legislation.gov.uk/ukpga/2002/32/section/78)
* [Guidance on Relationships, Relationships and Sex Education, and Health Education](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education2.pdf)
* [Parliament UK Report 2019](https://researchbriefings.parliament.uk/ResearchBriefing/Summary/SN06103)
* [PSHE Association](https://www.pshe-association.org.uk/curriculum-and-resources/curriculum)

**Appendices**

For further guidance on Relationships Education (Primary), Relationships and Sex Education (RSE – Secondary) and Health Education (Primary and Secondary), please visit the following:

[Guidance on Relationships, Relationships and Sex Education, and Health Education](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education2.pdf)