



**St. John's C.E. Primary
Friern Barnet**

PSHE guidelines

Statement of Intent

At St. John's, personal, social, health and economic (PSHE) education is an embedded part of our broad and balanced curriculum. Pupils' spiritual, moral, social and cultural (SMSC) development, including physical and mental, is at the heart of our school ethos. British Values are promoted through the overarching aims and objectives of PSHE by supporting our children to become healthy and responsible members of society, as well as preparing them for life and work in modern Britain.

The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. We do this by providing a programme which enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Aims

To provide every pupil with the opportunities to develop knowledge, skills and attitudes which enable them to become effective learners and citizens within school and beyond.

Personal: to develop intra-personal skills through building positive self-esteem and self-image and by recognising moral obligations towards themselves. Intra-personal skills are developed by providing a comfortable environment/'state' enabling children to reflect and interact safely, so that self-confidence can be fostered. Positive behaviour is promoted through class reward systems and whole school recognition e.g. Brilliant Book assemblies and house team system.

Social: to develop inter-personal skills through citizenship programmes, providing leadership opportunities within the class and the school as a whole. Inter-personal skills are developed through social interaction opportunities.

Health: to develop mental and physical wellbeing, raising an understanding of differing attitudes and practices. Health education programmes provide informative and appropriate support including sex education, healthy eating, drugs education, personal hygiene and safety (including child protection) and curriculum areas (science, P.E., PSHE, ICT).

Cultural: to promote racial equity, sensitivity, recognition and acceptance of individual differences and cultural backgrounds. Showing respect for other people's cultural backgrounds and values are promoted through assemblies, displays, theme weeks or special days, educational visits, musical events, curriculum areas and curriculum resources. The introduction of an Equality Working Party to look at diversity, equality and prejudices on a wider scale has enhanced this teaching. A dedicated page has been created on the school website.

Curriculum Organisation

PSHE is at the heart of the wider curriculum. It both contributes to and includes elements of cross-curricular areas, linking with all subjects. Aspects of it are addressed at different times throughout the school day.

A comprehensive PSHE programme needs to be planned proactively across three modes of delivery:

- Through subject teaching e.g. sex education and healthy eating through science, health related exercise and fitness through P.E., healthy eating and cooking through D&T, online safety through ICT, spiritual wellbeing through R.E., speaking and listening opportunities are key to encouraging self-expression.
- Through designated PSHE time for delivering the PSHE curriculum. Once prioritised, it is important that this time is safe-guarded.
- Through extended school activities such as assemblies, pupil voice groups, circle time, themed weeks and days and buddy systems.

Classroom Context

In order for children to learn effectively, it is essential that both the whole school and the classroom environments (both physical and emotional) are consistent with the messages delivered through the curriculum. Classroom and school rules need to reflect the three basic rights of the individual as set out by Bill Rogers (Behaviour Management, 1995). These are:

- the right to feel safe
- the right to learn (and to teach)
- the right to be treated with dignity and respect.

Children need to feel ownership of rules, to understand them and abide by them and to acknowledge their consequences.

Aspects of classroom organisation and management which promote self-esteem, autonomy, responsibility, independence, ownership, cooperation and respect will all help to form an essential context for PSHE teaching and learning.

Teaching and Learning strategies

Knowledge, skills and attitudes in the area of PSHE will best be addressed through a variety of strategies. Active learning techniques and opportunities are vital if children are to be able to apply knowledge gained in practical situations. Activities and opportunities to reflect on, process and evaluate their learning also need to be included.

A variety of teaching and learning approaches are described below:

- Circle time - used to enable children to give their opinion and to increase the self-esteem of the individual and the group as a whole.
- Games - especially selected for the general purpose of promoting enjoyment and relationship building within a class whilst also developing particular elements of self-esteem and social skills.
- Individual presentation/show and tell activities - the individual is given the opportunity to address the class through the short presentation of a chosen topic. Older children could give powerpoint presentations.
- Role-play and drama - consider using approaches such as puppets, freeze frames, hot-seating, thought tunnels, pair/group work, carousel, use of fiction, appropriate videos. By using a variety of approaches there will be techniques that will suit all children and will encourage them to participate.

Resources

The PSHE curriculum will be delivered using the Health Education Partnership programme. This framework is based on the PSHE Association's three core themes:

- CORE THEME 1: Health and Wellbeing
- CORE THEME 2: Relationships
- CORE THEME 3: Living in the wider world

The framework covers both the statutory elements of the DfE guidance and the non-statutory elements of an effective PSHE curriculum. The learning objectives are organised in a spiral curriculum, building on learning year on year, but is also intended to be flexible to meet the needs of the pupils.

The Christopher Winter Project is used to deliver the Relationships Education, Relationships and Sex Education (RSE) and Health Education curriculum and Drugs, Alcohol and Tobacco Education (DATE). The programme offers discrete, progressive lessons from Y1-6 which reflect the developments in PSHE and the Statutory Guidance for RSE and Health Education.

The school is a member of the PSHE Association which offers a wealth of advice, support and resources that can be used by staff. Mentally Healthy Schools, Schools in Mind, YGAM and the Anna Freud Centre for Children and Families all have websites that provide additional resources.

Staff can also access resources saved on the shared staff drive within the PSHE folder.

Health and Safety

Health and Safety issues must be considered in the ‘implicit’ and ‘explicit’ approaches to PSHE throughout the school. The ‘implicit’ approach is through playground activities, out of school visits, first aid, medication and health care plans for individual children, sun safety in the summer, water drinking, safe use of equipment, ‘keeping ourselves safe’ general awareness etc. The ‘explicit’ approach makes clear to children that rules and expectations must be followed in the interest of all children and staff.

Equal Opportunities

In PSHE a commitment to equal opportunities needs to be built into processes and implicit teaching and learning, as well as into the explicit content of teaching programmes. All children take part in all subjects at all times. Roles and responsibilities are shared as are special ‘monitor’ responsibilities and special jobs. All elected roles exist for boys and girls equally (house captaincy/school council/sporting captains and any other membership of any group). Books in class libraries reflect a multi-cultural society, free from stereotyping and discrimination. The equal rights, roles and responsibilities of all individuals are emphasised and protected.

Through our curriculum delivery pupils will learn about protected characteristics and that we all have a human right not to be discriminated against because we belong to any of the nine protected groups: **age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.**

Community Links

Visits to places of interest, charity and fund raising events and key visitors to our school have a major role to play in the delivery of the key aspects of PSHE, both in terms of content and process.

Our community cohesion and sports enrichment programmes enable our pupils to reach out and engage with the community. Below are shown examples of activities the children have been involved in:

	Community Cohesion	Sports Enrichment
Year R		Gym (Hendon Leisure)
Year 1	Adopt a charity	Gym (Hendon Leisure)
Year 2	Adopt a charity	Taekwondo
Year 3	Toddler group Food Bank	Street dance / Archery
Year 4	Cook for the homeless Barnet Age UK	Tennis (Barnet Tennis Lawns)
Year 5	Oakleigh special school	Fencing / Rock Climbing
Year 6	Parish lunch	Kayaking (Welsh Harp) / Fitness (Furzefield Leisure Centre)

Annual Events & Celebrations

The following events are celebrated each year:

- Black history
- Anti-bullying

- Empathy day
- Online safety day
- Science week
- World Book Day
- Numeracy Day
- NSPCC assemblies (every 3 years)

Pupil Voice

Children are given the opportunity to share their views and influence practice in school in a variety of ways including through membership of groups, such as:

- School Council
- Junior Travel Ambassadors
- Eco-committee
- Play leaders / Sports Ambassadors

Social, Emotional and Mental Health

The social and emotional needs of the pupils remains a high priority following on from the effects of the pandemic. As a school we have worked hard to try to address this in the following ways:

- Trained Mental Health First Aiders
- Learning Mentor
- SEMH tiered model approach
- Zones of Regulation
- Compass for Life
- Growth Mindset
- Mental Health & Emotional Wellbeing dedicated page on school website
- Creation of a wellbeing space

Collective Worship & Assemblies

The aim of our collective worship assemblies is to develop the pupils' SMSC needs. The format of our assemblies is as follows:

- Whole school assembly led by the school rector following themes directed by London Diocesan Board for Schools
- Key stage assemblies led by SLT
- Class based assemblies using Picture News resource focusing on British Values
- Whole school 'Brilliant Book' assembly celebrating successes

In addition to this, the children are introduced to a new artist and musician each week from different countries around the world.

Staff Training

First aid qualifications are kept up to date with relevant staff receiving required training.

All staff receive annual safeguarding training as well as that which is identified by the school as a priority e.g. Youth Gaming & Gambling Awareness (YGAM), Show Racism the Red Card (SRtRC).

Opportunities & Experiences

A variety of workshops are organised throughout the year covering a range of topics, such as domestic violence, road safety, first aid and anti-bullying. Visits from the Police Community Support Officers enhance this provision.

Y6 take part in the junior citizenship programme helping with the transition to secondary school.

Children have the opportunity to take part in a variety of clubs on offer and to represent the school at sporting and musical events.

Essential Skills and Attributes developed through the Programme of Study

Personal effectiveness	Interpersonal and social effectiveness
<ol style="list-style-type: none"> 1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting) 2. Identifying unhelpful ‘thinking traps’ (e.g. generalisation and stereotyping) 3. Resilience (including self-motivation, perseverance and adaptability) 4. Self-regulation (including promotion of a positive, growth mind-set⁴ and managing strong emotions and impulses) 5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms 6. Self-organisation (including time management) 7. Strategies for identifying and accessing appropriate help and support 8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence 9. Recalling and applying knowledge creatively and in new situations 10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect) 	<ol style="list-style-type: none"> 1. Empathy and compassion (including impact on decision-making and behaviour) 2. Respect for others’ right to their own beliefs, values and opinions 3. Discernment in evaluating the arguments and opinions of others (including challenging ‘group think’) 4. Skills for employability, including <ul style="list-style-type: none"> • Active listening and communication (including assertiveness skills) • Team working • Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries) • Leadership skills • Presentation skills 5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks) 6. Recognising, evaluating and utilising strategies for managing influence 7. Valuing and respecting diversity 8. Using these skills and attributes to build and maintain healthy relationships of all kinds
Managing risk and decision-making (integral to all of the above)	

1. Identification, assessment (including prediction) and management of positive and negative risk to self and others
2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)
3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)
4. Assessing the validity and reliability of information
5. Identify links between values and beliefs, decisions and actions
6. Making decisions

Curriculum Framework

Core Theme	Autumn Term	Spring Term	Summer Term
Year 1			
HEALTH & WELLBEING Key Vocabulary	Awareness of feelings feelings words, worried, excited, nervous, angry, same, different, emotion, loss, challenge	Keeping well and clean teeth, care, sugar, toothpaste, brushing, tooth decay, plaque, dentist, toothache, exercise, healthy, active, wellbeing, doctor, parent	Keeping Safe real, imaginary, danger, good touch, bad touch, unsafe, worried, community, help, safety
RELATIONSHIPS Key Vocabulary	All about me special, different, responsibility, behaviour, co-operative, unique, talents, likes, dislikes, feelings	My friendships friendship, kindness, sorry, secret, trust, private, trusted adult, privacy	My family family, mum, dad, brother, sister, grandad, grandma, step mum, step dad, foster mum, foster dad Losing and finding lose, find, safe, upset, care, loss, feeling words
LIVING IN THE WIDER WORLD Key Vocabulary	Being different similar, different, boys, girls, belonging, groups, clubs Money earn, win, find, presents, pocket money, save, choices, jobs, buy, shops, how much, coins, notes, pound, pence, pay, money box, bank	The Environment recycle, planet, care, reuse, waste, reduce, environment, protect	Looking after myself road safety, pedestrian crossing, looking, listening, emergency services, ambulance, fire fighters, police
Year 2			

HEALTH & WELLBEING Key Vocabulary	Healthy people healthy diet, oral health, physical activity, active, sleep, vaccination routine, hygiene, food, rest, routines	Keeping safe emergency, safe, responsible, rules, unsafe, hazards, road safety, fire safety, danger, water safety	About my body sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vulva
RELATIONSHIPS Key Vocabulary	All about my feelings friendly, agree, disagree, choice, secret comfortable, uncomfortable, excited, scared, nervous, worried, confused, embarrassed, calm, bored, silly, proud, jealous	Making and breaking friendships care, excluded, friend, difficult, problems, resolve, same, different, break up Coping with conflict respect, responsible, rules, rights, disagreement, teasing, bullying, unkind, online	Exploring our families family, same, different, boy, girl, babies, male, female, new life cycle, friends, carers, love, unsafe
LIVING IN THE WIDER WORLD Key Vocabulary	Money, shopping and saving bank, shopping, money, save, spend, coins, notes, change, borrow, benefits, change	Special days celebrations, birthdays, Christmas, Easter, weddings, food, drink, traditions, presents, gifts, family, festivals	Global food Eat well Guide, influences, brands, packaging, taste, cost, value
Year 3			
HEALTH & WELLBEING Key Vocabulary	Emotions and feelings feeling, emotion, health, body, mind, good, not so good, mental health, wellbeing, sleep, exercise, time outdoors, spending time with family and friends, talking about feelings and emotions, strategies, calm	Healthy Lifestyles eat well, influences, brands, packaging, taste, cost, value, food, choices, active, healthy, healthy diet, sugar, brushing, floss, dentist, healthy eating, exercise, routine	Drug Education - Smoking & Basic First Aid smoking, tobacco, cigarette, lung, cough, passive, effect, benefits, law, second hand, quitting, toxic, pressure, chemicals, addictive Keeping safe school rules, risk, bacteria, viruses, health
RELATIONSHIPS Key Vocabulary	Peer influence/pressure self-respect, unacceptable, unhealthy, media, risky, decision, peer pressure, thinking, power, mental health, feelings, help, support	Safe Relationships positive, healthy, relationship, good touch, bad touch, consent, feeling safe, stress, anxiety, online behaviour, personal space, comfortable, uncomfortable, private, rights	Different Families stereotypes, gender roles, family, fostering, adoption
LIVING IN THE WIDER WORLD Key Vocabulary	Me and my community rules, laws, responsibilities, rights, duties, home, school, community, environment, school councillor, respect, views, choices	Where do things come from? fair trade, farming, seasonality, consumers, charity, single-use plastic, environment	Aspirations goal, challenge, skill, attribute, put up, put down, set-back, jobs, careers, family, culture, age, gender, personal interests, belief, community, diverse, view, different, similar,

			diverse, respect, views, experiences, expectations, group Managing money currency, methods of payment, manage money, income, spending diary, listing/counting, keeping receipts, debit cards, credit cards, online payments
Year 4			
HEALTH & WELLBEING Key Vocabulary	Mental Health and Wellbeing express, describe, intense, strong, pleased, worried, angry, scared, happy, sad, feeling, emotion, body, mind, behaviour, excitement, change, loss Rights and Responsibilities internet, regulations, restrictions, complying, personal safety, social media, online gaming, television, benefits, responsibility, safe	Healthy Lifestyles balanced diet, good/poor physical health, medicines, diseases, vaccinations, immunisations, allergies, healthy menus, dental, enamel, plaque, cavity, acid, gum disease, oral hygiene, saliva, acid	Growing and Changing baby, toddler, school aged, teenager, adult, elder, puberty, mood swings, strong feelings Drug Education - Alcohol and Decision making alcohol, drink, legal, illegal, unit, volume, media, advertising, choice, vomit, unconscious
RELATIONSHIPS Key Vocabulary	Persuasion and pressure situation, relieved, unsure, ashamed, relaxed, persuade, peer pressure, fit in, left out, bullied, privacy, personal boundaries, confidential, secret, online, strangers	Friendships / Inclusion argument, disagreement, resolve, discrimination, challenge, respect, similarities, differences, healthy friendship, lonely, excluded, strategies	Types of relationships friends, family, civil partnership, marriage, relationships, variety
LIVING IN THE WIDER WORLD Key Vocabulary	Media and Me media, influence, persuasion, protect, personal information, passwords, addresses, images, debate, topical, risk, manage risk	Local Community – shared responsibilities community, British Values, customs, birthplace, extended families, citizen, etiquette, diverse, stereotype, racism, power, superiority, value, respect, responsibility, protect	Aspirations career/gender stereotype, workplace, aspire, influence, job, interest, values, family connections, trades, strengths, qualities Managing Money saving, money, budget, consumer, spending priorities, bank account, borrow
Year 5			
HEALTH & WELLBEING	Mental Health and Wellbeing	Healthy lifestyles	Puberty

Key Vocabulary	<p>mental health, mental ill-health, warning signs, support, stigma</p> <p>Personal Safety</p> <p>human rights, United Nations Declaration of the Rights of the Child, society, personal information, private, physically and emotionally safe, road safety, environment, online safety, responsible use of ICT</p>	<p>feeling, emotion, moods, thoughts, body, mind, mental, physical, health, wellbeing, balanced lifestyle, positive, negative, healthy diet, nutrition, obesity, tooth decay, good quality sleep, good habits, screen time, self care</p>	<p>puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings</p> <p>Drug Education – Legal and Illegal Drugs</p> <p>legal, illegal, medicine, alcohol, nicotine, caffeine, solvents, volatile substance, cannabis, stimulant, depressant, hallucinogen</p>
<p>RELATIONSHIPS</p> <p>Key Vocabulary</p>	<p>Self-Respect and Personal Goals</p> <p>religious diet, cultural diet, moral diet, ethical, self-respect, respect, goal, respectful behaviour</p> <p>Being Left Out</p> <p>influence, trustworthy, problems, peer pressure, put down, pressure, respecting differences/similarities, exclude, discriminate</p>	<p>Friendships and Coping with Bullying</p> <p>positive healthy friendships, online friendships, ups/downs, associated risks, impact, bullying, safe/unsafe, disputes, strategies, support, trusted adult</p>	<p>Relationships</p> <p>friendships, family, romantic, online, change, transition, loss, separation, divorce, bereavement, commitment, care, challenges, support</p>
<p>LIVING IN THE WIDER WORLD</p> <p>Key Vocabulary</p>	<p>Stereotypes and Diversity</p> <p>protected characteristics, Equality Act 2010, stereotype, homophobic, sexist, disability, transphobic, discrimination, gender, role models, prejudice, community laws, anti-social, rights, responsibilities, conflict, organisation, homeless, charity, lesbian transgender, step families/ blended families, reflect, respect (+names of religions), diverse, gay, inclusion, disability, neurodiverse</p>	<p>Working together and aspirations</p> <p>community, help, rules, regulations, aspire, common goals, protect, assist, morals, enterprise skills, skills, teamwork, communication, negotiation, respond, listen, respect, collaborative, conflict, dispute</p> <p>Media literacy and digital resilience</p> <p>age classification, computer game, pressure, choices, habits, gaming, misleading, marketing, consumers, advertising, role model, media, reality, manipulate, assess, reliability, search results, information, data, commercial, internet</p>	<p>What makes a Democracy?</p> <p>democracy, vote, election, influence, organisation, council, government, resources, money, responsibility, research, migration, British Values</p> <p>Money</p> <p>value for money, comparisons, prices, best value, spending decisions, fairtrade, environment, informed choices, marketing project</p>
Year 6			

<p>HEALTH & WELLBEING Key Vocabulary</p>	<p>Healthy Lifestyles sun exposure, sun damage, heat stroke, skin cancer, immunisation, vaccination, basic first aid</p> <p>Drug Education – Drugs, risks and the Media cannabis, volatile substances, accident, dangerous, unconscious, breathing, choking, sniffing, inhaling, recovery, first aid, emergency</p>	<p>Moving on individuality, feeling, emotion, moods, thoughts, mental health, wellbeing, events, change, challenge, advice, support, personal network, affirmation, transition, hopes, fears, challenges, strengths, achievements, set back, concerns, worries, anxieties, strategies, support</p> <p>Mental Health and Online Safety mental health, mood, feelings, mind, strategies, support, stigma, discrimination, positive/negative content, impact, rationing, restrictions, target, consumer</p>	<p>Puberty and Relationships Sex Education womb, sperm, egg, conception, fertilisation, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private</p>
<p>RELATIONSHIPS Key Vocabulary</p>	<p>Conflict resolution pressure, unsafe, uncomfortable, peer acceptance, influential, conflict, attitudes, belief, resolve</p>	<p>Family Dynamics behaviour, positive resolutions, different perspectives, negotiation, compromise</p>	<p>Relationships attract, romantically, sexually, commitment, love, care, stable, legal</p>
<p>LIVING IN THE WIDER WORLD Key Vocabulary</p>	<p>Celebration – supporting each other positive, responsible, empathy, compassion, shared responsibilities, care, concern, demonstrate</p> <p>Protected Characteristics and Bullying equity, equality, diversity, anti-bullying, protected characteristics, discriminatory, prejudice, experienced, witnessed, Equality Act 2010, protected characteristics</p>	<p>Democracy and decisions ballot, vote, taxes, political party, Prime Minister, economy, welfare state, NHS, democracy, government, parliament</p> <p>Media literacy and digital resilience information, internet safety, conspiracy, fake news, unreliable, identity, digital footprint, social media, safe, targeted, manipulated, invented, misinformation, media campaign</p>	<p>Money and Me loans, credit cards, hire purchase schemes, debt, manageable, unmanageable, reliable, enterprise, risk, influence, ethical spending, interest, gambling, tax, VAT</p> <p>Aspirations, work and career salary, careers, influence, voluntary, college, university, apprenticeship, jobs, routes, financial goals</p>

Christopher Winter Project overview

	RSE	DATE
Year R	Family and Friendship <ul style="list-style-type: none"> • Caring friendships • Being kind • Families 	N/A
Vocabulary	friendship, kindness, happy, shy, feelings, sad, lonely, sorry, angry, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad, foster mum, foster dad	rules, danger
Year 1	Growing and Caring for Ourselves <ul style="list-style-type: none"> • Different friends • Growing & changing • Families & care 	Medicines and People Who Help Us <ul style="list-style-type: none"> • Staying healthy • Medicines • Who gives us medicines?
Vocabulary	boy, girl, male, female, private parts, penis, vulva	un/healthy, un/well, ill, drug, medicine, tablet, injections, inhaler, adult, stranger, doctor, nurse, dentist, hospital
Year 2	Differences <ul style="list-style-type: none"> • Differences • Male & female animals • Naming body parts 	Keeping Safe <ul style="list-style-type: none"> • Risk • Hazardous substances • Safety rules
Vocabulary	sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vulva	safe, unsafe, dangerous, liquid, symbol, hazard, alcohol, cigarettes, matches, lighter, risky
Year 3	Valuing Difference and Keeping Safe <ul style="list-style-type: none"> • Body differences • Personal space • Help and support 	Smoking <ul style="list-style-type: none"> • Why people smoke • Physical effects of smoking • No smoking
Vocabulary	similar, different, male, female, private parts, penis, testicles, vagina, vulva, uterus, relationship	smoking, tobacco, cigarette, lung, cough, passive, effect, benefits, law, second hand, quitting, toxic, pressure, chemicals, addictive

Year 4	Growing Up <ul style="list-style-type: none"> • Changes • What is puberty? • Healthy relationships 	Alcohol <ul style="list-style-type: none"> • Effects of alcohol • Alcohol and risk • Limits to drinking alcohol
Vocabulary	puberty, life cycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings	alcohol, drink, legal, illegal, unit, volume, media, advertising, choice, vomit, unconscious
Year 5	Puberty <ul style="list-style-type: none"> • Talking about puberty • The reproductive system • Help and support 	Legal and Illegal Drugs <ul style="list-style-type: none"> • Legal and illegal drugs • Attitudes to drugs • Peer pressure
Vocabulary	puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings	legal, illegal, medicine, alcohol, nicotine, caffeine, solvents, volatile substance, cannabis, stimulant, depressant, hallucinogen
Year 6	Puberty, Relationships & Reproduction <ul style="list-style-type: none"> • Growing up • Puberty changes • Reproduction • Understanding relationships 	Preventing Early Use <ul style="list-style-type: none"> • Cannabis • VSA and getting help • Help, advice and support
Vocabulary	womb, sperm, egg, conception, fertilisation, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private	cannabis, volatile substances, accident, dangerous, unconscious, breathing, choking, sniffing, inhaling, recovery, first aid, emergency

Compass for Life

“Compass for Life is a framework that provides students with a formula that empowers them to take responsibility for their own learning, and to achieve their ambitions in partnership with their teachers. It is not limited to just academic goals and can be used by people of all ages and nationalities, so it also helps the teachers develop their own compass as they journey with their students to higher levels of performance”

Compass for Life website

The programme will be delivered to KS2 pupils as follows:

	Year 3	Year 4	Year 5	Year 6
North Star	Compass for Life Jobs My Super North Star Challenges	Compass for Life A North Star My Super North Star Elite	Super North Star What is my super north star? My Super North Star What motivates me	The Compass for Life and the four cardinals Personal dreams and ambitions Achieving your SNS The importance of having a plan. Developing a personal plan.
The Strategist	What is a strategist? People who never gave up Who inspires me? Great strategists Review learning Working well as a team	A strategist Team work Leadership Review learning What is Ethos?	Strategy Using my Strategy Different types of Communication Becoming a good leader Review learning What is intelligence?	Developing a map and Review The strategist Developing your personal timeline Effective listening and communication skills How we learn best Working as a team

East Cardinal: Ethos	Our Core Values What our values mean? The Power of Positive values Review learning	Class Ethos Politics Election Day Review learning	How we get better at doing something. Developing a Growth Mindset. The power of positive thinking Learning from our mistakes Review learning	Contingency planning and strategist review Your Ethos Development of Ethos and values Recognising personal values and developing a code of conduct.
West: The Warrior Spirit	Magnets A Warrior Our Tool Kit What I need to take with me Review learning Good to be me Understanding my feelings What sort of person am I Review Becoming Navigators	Magnets Warriors Emotional Resilience Resilience Review learning Good to be me Being Assertive What sort of person am I Review Becoming Navigators	A Warrior Ethics of a warrior What are my magnets? Not giving up (emotional resilience) It is ok to fail Review My Plan Becoming Navigators Becoming Navigators Presentation	What would the perfect society look like The importance of rules and Ethos review Introduction to the west cardinal Development of our resilience Overcoming failure and learning from mistakes Warrior review and overall progress review Our back pack and toolkit Balancing our compass Time to teach others about the compass

Growth Mindset overview (these are a suggested series of lessons that could be used)

Year R	Help! I'm stuck!	<ul style="list-style-type: none"> ● To identify different ways a person can learn to do something tricky ● To identify the steps to success for putting your coat on by yourself ● To describe how you feel when learning or doing something difficult
	Everyone can learn to ride a bicycle	<ul style="list-style-type: none"> ● To identify how people feel when they find something difficult ● To suggest ways of encouraging themselves and others to try again
	Incy wincy spider	<ul style="list-style-type: none"> ● To identify things they find challenging ● To set challenges for themselves that they can work towards
	Cleversticks	<ul style="list-style-type: none"> ● To identify characteristics of the different mindsets ● To suggest ideas for how a character can develop a growth mindset ● To set challenges for themselves and others
	Toppling towers	<ul style="list-style-type: none"> ● To identify different ways a person can learn to do something tricky ● To encourage children to seek and create a challenge for themselves ● To encourage children to take risks and engage in new learning
	Rooting for you	<ul style="list-style-type: none"> ● To identify things they find challenging ● To set challenges for themselves that they can work towards
Year 1	I give up!	<ul style="list-style-type: none"> ● To identify characteristics of growth and fixed mindsets ● To suggest ideas for how a character can develop a growth mindset
	Strictly can't dance	<ul style="list-style-type: none"> ● To describe how it feels to fail ● To suggest ways they can support each other and learn new things
	Grow, grow, grow your brain	<ul style="list-style-type: none"> ● To discuss and share their opinions on what they think the word learning means ● To describe the learning journey, using the pictures to support
	Soaking up the learning	<ul style="list-style-type: none"> ● To identify the characteristics of growth and fixed mindsets

		<ul style="list-style-type: none"> To describe what happens to our brain when we learn
	Super snails 1 - the power of perseverance	<ul style="list-style-type: none"> To identify the characteristics of a growth mindset (as demonstrated by a snail) To identify an aspect of their learning in which they would like to improve or challenge themselves
	Super snails 2 - setting challenges	<ul style="list-style-type: none"> To explain what a growth mindset is To identify and set a learning challenge for themselves
Year 2	Playing teacher	<ul style="list-style-type: none"> To work in a specific role in a learning group To identify strategies that would help a child with a fixed mindset engage in learning
	Oh no! I've made a mistake!	<ul style="list-style-type: none"> To identify and describe how we feel when we make a mistake To identify strategies which can help us to learn
	Girls can't do that! Dream big!	<ul style="list-style-type: none"> To discuss and debate whether girls should be allowed to be engineers To identify how we should respond to a mistake
	Super effort	<ul style="list-style-type: none"> To create a character to represent effort To explain what the characteristics of effort are
	Challenge mountains	<ul style="list-style-type: none"> To set a learning challenge To review their challenge and identify their progress
	Ding ding! How much effort?	<ul style="list-style-type: none"> To identify the different stages of effort To create their own effort meter
	On the high wire	<ul style="list-style-type: none"> To identify how someone feels when he or she fails To suggest ways of encouraging someone to try
	Firing neurons	<ul style="list-style-type: none"> To identify what happens in your brain when you are learning something To describe what they think happens inside the brain of a growth/fixed

Year 3		mindset
	Born to be ...	<ul style="list-style-type: none"> To identify the characteristics of growth and fixed mindsets To debate whether we are born to be good a something
	Mistakes that worked	<ul style="list-style-type: none"> To identify the importance of making mistakes as part of the learning process To create a learning cycle to illustrate how something was created
	Challenge mountains	<ul style="list-style-type: none"> To identify an area that you find challenging and the barriers to learning To develop ways of overcoming barriers to learning
	Never give up!	<ul style="list-style-type: none"> To discuss how we overcome failure in different contexts To describe how it feels when we fail or make mistakes To create a game that represents the process of learning
Year 4	From failure to success	<ul style="list-style-type: none"> To identify and value how failure is an important part of the learning process To define the term 'successful'
	Bounce!	<ul style="list-style-type: none"> To identify strategies for persevering and learning when they make a mistake To describe how they feel when they make a mistake
	Doom words	<ul style="list-style-type: none"> To identify words and phrases that can restrict us as learners To create our own words to describe the learning process
	Mindset trumps	<ul style="list-style-type: none"> To identify the characteristics of an effective learner To suggest justification for why a character is awarded a given number of points for a characteristic To create a simple game
	Fantastic elastic brain	<ul style="list-style-type: none"> To identify the characteristics of growth and fixed mindsets To debate whether we are born to be good as something

	Learning cereals	<ul style="list-style-type: none"> ● To identify the characteristics of an effective learner ● To create a design for a learning cereal packaging
Year 5	Passport to learning	<ul style="list-style-type: none"> ● To identify the strengths and areas for development in learning ● To reflect on when they use different mindsets and how this affects their learning
	Too old to...	<ul style="list-style-type: none"> ● To suggest ways to help someone learn ● To explore stereotypes
	What makes a great teacher?	<ul style="list-style-type: none"> ● To identify the characteristics of a successful teacher ● To justify their opinions
	Brain power!	<ul style="list-style-type: none"> ● To create a 3D model of the brain ● To explain how the brain works
	Famous failures	<ul style="list-style-type: none"> ● To debate what it means to be a failure ● To reflect on how the characteristics of growth and fixed mindsets affects being successful or being a failure
	The iceberg illusion	<ul style="list-style-type: none"> ● To explain what happens when you are learning ● To create images to illustrate the learning process
Year 6	Don't say...Say...	<ul style="list-style-type: none"> ● To discuss the effects that different types of feedback can have ● To create effective phrases for learning feedback
	Diamond minds	<ul style="list-style-type: none"> ● To identify what is important for them as an individual learner ● To identify barriers to their learning and how they might overcome them
	Barriers to learning	<ul style="list-style-type: none"> ● To identify barriers to learning ● To identify strategies to help children overcome their barriers to learning

	Brain v calculator	<ul style="list-style-type: none"> • To discuss whether they think a calculator is better than a brain • To justify their opinions and reflect on the opinions of others
	Mathematical mistakes	<ul style="list-style-type: none"> • To describe how mistakes can help us to learn • To identify how we should respond to a mistake
	Learning pathways	<ul style="list-style-type: none"> • To give opinions on what we mean by the term 'learning' • To create a way of explaining learning to younger children

Metacognition overview (these are a suggested series of lessons that could be used)

Year R	Traffic lights of learning	<ul style="list-style-type: none"> • To identify what we know and what we don't know yet • To describe how we feel when we identify things we don't know
	<i>The koala who could</i>	<ul style="list-style-type: none"> • To identify how someone feels when they find something difficult

		<ul style="list-style-type: none"> To suggest ways of encouraging themselves and others to try to do something new
	Odd one out	<ul style="list-style-type: none"> To explain using the word 'because' To suggest reasons why something is the odd one out To speak in full sentences
	You choose: encouraging children to ask questions	<ul style="list-style-type: none"> To ask and answer questions To develop the range of questions that the children ask
	I can do it!	<ul style="list-style-type: none"> To identify different ways a person can learn to do something tricky To encourage children to seek and create a challenge for themselves To encourage children to take risks and engage in new learning
	Strategies for learning	<ul style="list-style-type: none"> To learn counting strategies To identify possible strategies that could be used to solve a maths problem To describe how you feel when you identify things you do not know
Year 1	Stuck!	<ul style="list-style-type: none"> To describe how a character feels when they are stuck To identify strategies to support learners when they are stuck
	Learning to learn	<ul style="list-style-type: none"> To reflect on reading and how it helps us as learners To justify opinions using a text
	Right or wrong	<ul style="list-style-type: none"> To introduce children to the concept of revisiting learning in maths To suggest reasons why mistakes have been made in calculations

	Keep on concentrating	<ul style="list-style-type: none"> ● To identify the missing pieces in a jigsaw puzzle ● To reason and justify their ideas
	Being creative	<ul style="list-style-type: none"> ● To use modelling dough to create a model ● To identify the challenges they face when being creative
	Wanted!	<ul style="list-style-type: none"> ● To describe the characters ● To identify characteristics of the different learning powers
Year 2	Battle bunny	<ul style="list-style-type: none"> ● To introduce children to the concept of revisiting and improving their writing ● To suggest ways in which writing can be changed to create an image for the reader
	Forward feedback	<ul style="list-style-type: none"> ● To identify what makes successful feedback from the child to the teacher ● To suggest ways in which feedback can be improved
	After the fall - developing resilience	<ul style="list-style-type: none"> ● To describe how they feel when they fail ● To identify strategies that can help us overcome a fear of failing
	Learning ladders	<ul style="list-style-type: none"> ● To explain how learning can be broken down into smaller steps ● To identify an area of children's learning and break it down into small chunks
	Introducing maths learning logs	<ul style="list-style-type: none"> ● To introduce children to the concept of a learning log ● To develop the children's skills of explaining their thinking in maths ● To identify mistakes in learning in maths
	Spelling	<ul style="list-style-type: none"> ● To identify the tricky part of a word

		<ul style="list-style-type: none"> To develop strategies to help children learn and practise spellings
Year 3	An egg of an idea	<ul style="list-style-type: none"> To identify what helps an idea to grow and develop To listen to different opinions
	Wonderful words	<ul style="list-style-type: none"> To identify how different words can be sorted into categories To justify their opinions
	Maths	<ul style="list-style-type: none"> To explain the method they have used for a calculation To identify ways a calculation can be improved
	Questions, questions	<ul style="list-style-type: none"> To ask questions To use a range of sources to find the answers to questions
	Talking paintings	<ul style="list-style-type: none"> To interpret a painting and identify what you can learn To ask questions of a painting
	Decision, decision	<ul style="list-style-type: none"> To work with a partner and make decisions To provide reasons and justification for their decisions
Year 4	What to do with a problem?	<ul style="list-style-type: none"> To identify strategies for dealing with problems To listen to different opinions
	Why?	<ul style="list-style-type: none"> To identify why questions are important To listen to different opinions
	Amazing inventions	<ul style="list-style-type: none"> To create their own invention To reflect upon how we can develop more opportunities to be creative in school
	What do I need to know?	<ul style="list-style-type: none"> To identify what we need to know to complete a calculation

		<ul style="list-style-type: none"> To break learning down into steps
	Show not tell	<ul style="list-style-type: none"> To identify how an author creates an atmosphere in writing To make suggestions on how writing can be developed
	I can't do it!	<ul style="list-style-type: none"> To identify strategies to support us when we are in the 'I can't do it!' learning zone To choose how they present their learning
Year 5	Excuses and avoidance	<ul style="list-style-type: none"> To identify why we may avoid attempting to learn To develop strategies to enable children to prioritise and organise learning
	My learning power	<ul style="list-style-type: none"> To explain what the word 'learning' means To create their own learning power
	Fear	<ul style="list-style-type: none"> To describe how we feel when we are facing challenges To develop strategies to support us as learners
	My question is	<ul style="list-style-type: none"> To write calculations for a given answer To explain reasoning in maths
	True, false or not enough evidence	<ul style="list-style-type: none"> To identify which facts are true or false or there is not enough evidence To justify their opinions and ideas
	Picture this	<ul style="list-style-type: none"> To create a logo to represent the school To reflect on the process of being creative
Year 6	Being a learner	<ul style="list-style-type: none"> To explain what the word 'learning' means To create their own way of explaining learning
	Hidden meaning	<ul style="list-style-type: none"> To identify words which need to have their meaning clarified To identify strategies to support the development of

		understanding
	Marvellous mistakes	<ul style="list-style-type: none"> • To identify different types of mistakes • To explain how mistakes can help us as part of the learning process
	Ingenious inventions	<ul style="list-style-type: none"> • To identify characteristics and behaviours of an inventor
	Spelling - can you help me learn?	<ul style="list-style-type: none"> • To identify which words are correctly spelt • To develop strategies to improve spelling
	Resilience - the story	<ul style="list-style-type: none"> • To write a story to encourage younger children to be resilient • To take feedback on their learning