



MICKLEOVER PRIMARY SCHOOL

Name of Policy: Relationships, Sex and Health Education (RSHE)

Date of Policy: March 2020

Member of Staff responsible: K Halliday

Review date: March 2022

Signature: _____ **Chair of Governors**

Date Approved: _____

At Mickleover Primary School

We are:

Motivated to learn

Proud of our achievements

Successful and skilled for life



Relationships, Sex and Health Education (RSHE) Policy

INTRODUCTION

This policy has been written in accordance with the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. This policy contains information on how our school will meet its legal duties, with which schools must comply, when teaching Relationships Education and Health Education.

The Relationships Education and Health Education (England) Regulations 2019, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

For the purpose of this policy, “**relationships and sex education**” is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

For the purpose of this policy, “**health education**” is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

DEVELOPMENT OF THE POLICY

This policy has been developed by working in Partnership with schools in Derby City (See appendix 1 for list). A core focus of this partnership was seeking and gaining the views of local religious and community groups, ensuring representation of the protected characteristics of the Equality Act 2010.

CONSULTATION WITH PARENTS

The school understands the important role parents play in enhancing their children’s understanding of relationships and health. Similarly, we also understand how important parents’ views are in shaping the curriculum.

The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in appendix 2 of this policy.

Parents are provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.



Parents will be informed annually at parents’ meetings/through the school website/through our half termly year group letters about the content of the Relationships and Health Education taught in each year group. Parents will be invited to discuss the content with the class teacher. In addition, parents will be consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

CURRICULUM CONTENT

Relationships, sex and health education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate relationship and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

RELATIONSHIPS EDUCATION

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to

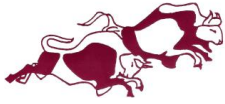
- Families and people who care about me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

See table below for the content laid out in the DfE Guidance:

<p>Families</p> <p>PSHE Matters Units:</p> <p>Relationships Year 1, Year 3, Year 5</p>	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives • That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
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<p>Caring Relationships</p> <p>PSHE Matters Units: Relationships Year 1, Year 3, Year 5 And Difference and Diversity Year 1, Year 3, Year 5 Being Me Year 2, Year 4, Year 6</p>	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
<p>Respectful Relationships</p> <p>PSHE Matters Units: Bullying Matters Year 1, Year 3, Year 5 Being Safe units: Year 2, Year 4, Year 6</p>	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
<p>Online Relationships</p> <p>PSHE Matters Units: Growing Up and Being Safe Year 2, Year 4, Year 6</p>	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online



<p>Being safe</p> <p>PSHE Matters Units: Being Safe Year 2, Year 4, Year 6</p>	<ul style="list-style-type: none">• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know• How to recognise and report feelings of being unsafe or feeling bad about any adult• How to ask for advice or help for themselves or others, and to keep trying until they are heard• How to report concerns or abuse, and the vocabulary and confidence needed to do so• Where to get advice e.g. family, school and/or other sources
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Health Education

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

See table below for the content laid out in the DfE Guidance:



<p>Mental wellbeing</p> <p>PSHE Matters Units: Exploring Emotions Year 1, Year 3, Year 5</p>	<ul style="list-style-type: none"> • Mental wellbeing is a normal part of daily life, in the same way as physical health. • There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
<p>Internet safety and harms</p> <p>E-safety work in Computing and PSHE Matters units: Being Safe Year 2, Year 4, Year 6 Bullying Matters Year 1, Year 3, Year 5</p>	<ul style="list-style-type: none"> • For most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • The internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online
<p>Physical Health and Fitness</p> <p>PE lessons and PSHE Matters Units: Being Healthy Year 1, Year 3, Year 5</p>	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health.



<p>Healthy Eating D&T Food units, Science units in Year 2 Fighting Fit 9 Healthy Eating), Year 4 Animals including humans (Teeth & Digestion)</p>	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
<p>Drugs alcohol and tobacco PSHE Matters units: Drug Education Year 2, Year 4, Year 6</p>	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
<p>Health and Prevention D&T Food units, Science units in Year 2 Fighting Fit (including Healthy Eating), Year 4 Animals including humans (Teeth & Digestion) PSHE Matters unit Being Healthy Year 1, Year 3, Year 5.</p>	<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination.
<p>Basic First Aid Reception: People who help us Then KS2 St John's Ambulance lessons</p>	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
<p>Changing adolescent body PSHE Matters units: Growing Up Year 2, Year 4, Year 6 Exploring Emotions Year 5 Science lessons on RSE for Year 4, Year 5 and Year 6</p>	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11 including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle.

DELIVERY

Relationships and Health Education is taught throughout the whole school curriculum. This includes within the Personal, Social, Health Education (PSHE) curriculum, science curriculum, Physical

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Education (PE), computing and some aspects are included in religious education (RE). (Please see appendix 3 for coverage of the statutory content across the school's curriculum.)

Pupils will mainly be taught in their class groups. Single gender lessons will be used as deemed appropriate by the school e.g. about the changing body. It is important to note that although separated groups may have different activities, the messages and information they receive will be consistent. It is important that children learn about all changes not just their own.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

In addition, teachers will:

- Deliver a high-quality and age-appropriate relationships and health curriculum in line with school and statutory requirements.
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensure they do not express personal views or beliefs when delivering the programme.
- Model positive attitudes to relationships and health education.
- Respond to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.

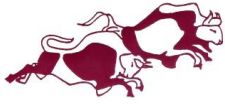
QUESTIONS

Teachers will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use skill and discretion in these situations and refer to Relationships, Sex and Health Education (RSHE) Lead and Designated Mental Health and Wellbeing Lead.

Teachers will apply the following principles:

- Clear ground rules will be established and set out for each session
- Pupil questions will be encouraged and opportunities to ask questions openly and in private eg. post it notes/question boxes will be provided
- Clarity about the topics being taught will be shared with pupils
- If a child's question is not appropriate to answer in front of the class, the teacher will explain calmly that this is not part of today's discussion and will discuss later.
- Individual questions may be answered by the teacher at the end of the session.
- Some questions may be referred to the child's parents to provide an answer; in these circumstances the class teacher will make contact.

All staff members at the school will undergo training on a yearly basis to ensure they are up-to-date with the relationship and health education programme and associated issues.



Members of staff responsible for teaching the subjects will undergo further training led by the relationships, sex and health education subject leader, to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, which may need to be addressed in relation to the programme.

EQUALITY AND ACCESSIBILITY

The school creates a safe environment where all staff and children are respected and free to express their beliefs and opinions without fear of discrimination. The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against:

- Women/girls and men/boys
- People of different races
- Disabled people
- People with different religions or beliefs or with no religion or belief
- People of different ages
- Lesbian, gay and bisexual and straight people
- People who have changed their sex

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

The curriculum will be taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include a mum and a dad, blended families (step/half siblings) single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

We will encourage children to be respectful of the differences between boys and girls, but we will also be careful of assuming that boys and girls have distinct characteristics which can lead to negative stereotyping. For example, we will discourage negative characterisation of gender such as "boys don't



cry”, or “girls shouldn’t play football” and dispel any manifestations of discrimination from an early age. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behaviour Policy, which set out expectations of pupils.

SEX EDUCATION

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – which includes teaching about the main external parts of the human body, how the human body changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, we **do not** teach pupils sex education beyond what is required of the science curriculum. Our lessons are taught through our curriculum Science units and through the Growing Up and Changes units for PSHE Matters. Year 4 girls have a ‘periods talk’ in the Summer term and parents are invited to an information session prior to this with Year 4 staff. In Year 5 pupils work to produce a ‘baby booklet’ to document changes to themselves as they have grown from a baby to a 10-year-old. Boys and girls are taught separately about the changes their bodies are and will be going through as they begin to mature into adolescence. In Year 6 this work is recapped and pupils learn about the changes that the opposite gender will go through as well. Parents in Years 5 and Year 6 are invited to an RSE meeting in the Summer term to share the work and materials that their children will be using in the classroom before pupils start this unit.

In line with our school’s safeguarding policy, if a child is at risk of sexual harm, additional actions will be taken to ensure children have the knowledge and skills to keep themselves and others safe.

PARENTS’ RIGHT TO WITHDRAW

Parents **do not** have the right to withdraw their children from relationships education or the programme of study as part of the requirements of the science curriculum. The school will continue to teach the science curriculum as set out in the National Curriculum (see appendix 4 for objectives taught and terminology used). The changing of the adolescent body topics will be taught in single sex groups and, where possible, by a member of staff of the same gender.

MONITORING AND REVIEW

This policy will be reviewed on a biannual basis by the relationships, sex, health education (RSHE) subject lead, Headteacher and governors.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The governing board is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils by newsletter and the school website.

This policy links with the following other school policies and documents:

- Equality Statement



- Mental Health and Wellbeing policy
- E Safety Policy
- Maths Policy
- Safeguarding Policy
- PE/ Sports Premium action plan



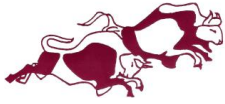
APPENDIX 1

CONSULTATION PARTNERS:

- Akaal Primary School
- Arboretum Primary School
- Dale Primary School
- Firs Primary School
- Hardwick Primary School
- Mickleover Primary School
- PearTree Infant and Walbrook Nursery School
- Pear Tree Junior School
- Shelton Infant School
- St Chad's Church of England Nursery and Infant School
- St James' Church of England Infant and Nursery School
- St James' Church of England Junior School
- Zaytouna Primary School
- Derby City Council Education Officer

Representatives from:

- The Muslim faith
- The Sikh faith
- Church of England
- Methodist
- Virtual School
- Derbyshire LGBT+



APPENDIX 2

How Mickleover Primary school consulted parents in the development and delivery of the curriculum:

Our school understands the important role parents play in enhancing their children's understanding of relationships and health. Parents' views are important in shaping the curriculum.

Our school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum through workshops/meetings/letters/surveys

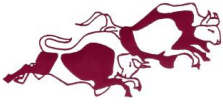
Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

Our school aims to build positive relationships with parents and invited them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time. Our Parents' Forum were introduced to and discussed the new statutory framework in the Spring of 2020 and parents were given the opportunity to feedback on the new RSHE policy in March 2020 through email (due to school closures because of Coronavirus).

In the Summer term, Year 4, 5 and 6 parents are invited to information sessions to discuss the work completed by pupils regarding RSE. Materials to be used in the classroom are shared with parents to help prepare them for questions that their child may have about the work completed in school. As new materials become available to support teaching and learning these will be shared with parents.



APPENDIX 3

Objectives taught and terminology used in the science curriculum as set out in the National Curriculum

Year 1

Statutory requirements

- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Notes and guidance (non-statutory)

Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.

Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.

Year 2

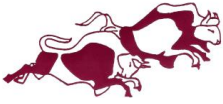
Statutory requirements

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults

Notes and guidance (non-statutory)

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.



Notes and guidance (non-statutory)

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Year 3 and Year 4 – nothing linked

Year 5

Statutory requirements

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Statutory requirements

Pupils should be taught to:

- describe the changes as humans develop to old age.



Notes and guidance (non-statutory)

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Year 6


Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

APPENDIX 4

How Mickleover Primary School covers curriculum



the statutory content of relationships and health education across the school's

	<p align="center">Relationships, Sex and Health Education Curriculum Overview for Mickleover Primary School At MPS pupils are taught specific PSHE units through PSHE Matters, Derbyshire Scheme of work for PSHE. All units are linked to work by the PSHE Association and follow the statutory requirements for RSE from September 2020. The unit objectives are linked to the PSHE Association long term overview.</p>					
<p>Reception</p>	<p>Within Reception classes pupils are currently taught the SEAL units for Reception, with support from TWINKL PSHE units. From September 2020 Reception classes will also use new PSHE Matters units.</p>					
	New Beginnings	Getting on and Falling Out and Say No to Bullying	Good to be Me	Going for Goals	Relationships	Changes
<p>Year 1</p>	<p>Being Healthy H1 - Exploring what a healthy lifestyle means. H1 - Identifying the benefits of a healthy lifestyle. H2 - Identifying ways of keeping healthy. H2 - Recognising what they like and dislike. H2 - Recognising that choices can have good and not so good consequences. H3 - Setting simple goals. H6 - Recognising the importance of personal hygiene. H7 - Developing simple skills to help prevent diseases spreading.</p>	<p>Difference and Diversity L4 - Understanding that they belong to different groups. L8 - Identifying ways in which they are unique. R5 - Sharing opinions on things that matter using discussions. R8 - Identifying and respecting the differences and similarities between people.</p>	<p>Exploring Emotions R1 - Recognising a range of feelings in ourselves and other people. R1 - Recognising how others show feelings and how to respond. R2 - Recognising that their behaviour can affect others. H1 - Communicating feelings to others. H4 - Developing simple strategies for managing feelings. H4 - Using words to describe a range of feelings.</p>	<p>Relationships R2 - Recognising our behaviour can affect others. R4 - Recognising what is fair and unfair, kind and unkind, what is right and wrong. R6 - Listen to other people and play and work co-operatively (including strategies to resolve simple arguments through negotiation). R7 - Offering constructive support and feedback to others. R9 - Identifying their special people (family, friends, carers) and how they should care for each other.</p>	<p>Being Responsible L1 - Identify how they can contribute to the life of the classroom and school. L2 - Construct and explore the importance of rules. L3 - Explore and understand that everyone has rights and responsibilities. L5 - Identify what improves and harms their environments. R4 - Recognise what is fair/unfair, right/wrong, kind/unkind.</p>	<p>Bullying Matters R2 - Recognising their behaviour can affect others. R6 - Listening to others and working cooperatively. R11 - Identifying that people's bodies can be hurt. R12 - Recognising when people are being unkind to them or others, who to tell and what to say. R13 - Identifying different types of teasing and bullying, to identify that these are wrong and unacceptable. R14 - Identifying strategies to resist teasing/bullying if experienced or witnessed.</p>



<p>Year 2</p>	<p>Drug Education H1 - Exploring the importance of physical, mental and emotional health. H2 - Exploring how to make informed choices. H11 - Understanding the role of drugs as medicines. H11 - Identifying alternatives to taking medicines. H11 - Identifying that household products, including medicines, can be harmful if not used properly. H12 - Identifying rules for and ways of keeping safe. H15 - Recognising they have a shared responsibility for keeping themselves and others safe.</p>	<p>Being Safe H11 - Identifying household products are hazards if not used properly. H12 - Exploring rules for and ways of keeping safe in a range of situations. H13 - Knowing who to go to if they are worried. H14, H15 - Recognising that they share a responsibility for keeping themselves and others safe. H16 - Exploring what is 'privacy'; their right to keep things private and the importance of respecting others' privacy. L2 - Understanding why rules are important in keeping us safe. L10 - Identifying people who work in the community and how to ask for help.</p>	<p>Money Matters L6 - Recognising what money looks like. L6 - Identifying how money is obtained. L6 - Understanding the ways money can be used. L7 - Understanding how to keep money safe and what influences choices.</p>	<p>Being Me L4 - Recognise they belong to different groups and communities such as family and school. L8 - Explore ways in which they are all unique. L9 - Identify ways in which we are the same as all other people; what we have in common with everyone else. R7 - Offer constructive support to others. R9 - Identify what makes them special.</p>	<p>Growing Up H8 - The process of growing from young to old. H9 - Exploring growing and changing and becoming independent. H10 - The correct names for the main parts of the body (including external genitalia). H13 - Identifying people who they can ask for help and think about how they might do that. H15, R3 - Identifying ways of keeping safe and knowing they do not keep secrets. H16 - About privacy in different contexts. H16 - About respecting the needs of ourselves and other people. R8 - Identifying similarities and difference. R10 - What physical contact is acceptable. L8 - That everybody is unique.</p>	<p>Changes H5 - Exploring what change means. H5 - Exploring loss and change and the associated feelings. H8 - Exploring the changes of growing from young to old. H9 - Managing change positively. H13 - Identifying strategies and where to go for help.</p>
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<p>Year 3</p>	<p>Being Healthy</p> <p>H1 - Exploring what affects their physical, mental and emotional health. H2 - Understanding the concept and benefits of a balanced healthy lifestyle. H2 - Identifying how to make informed choices. H3 - Understanding what is included in a balanced diet. H3 - Understanding what may influence our choices. H5 - Setting goals.</p>	<p>Difference and Diversity</p> <p>R10 - Identifying how to listen and respond respectfully to a wide range of people. R13 - Recognising the differences and similarities between people, but understand everyone is equal. R14 - Recognising the nature and consequences of discrimination. R16 - Recognising and challenging stereotypes.</p>	<p>Exploring Emotions</p> <p>R1 - Recognising a wide range of emotions in themselves and others. R1 - Responding appropriately to a range of emotions in themselves and others. R7 - Understanding their actions affect themselves and others. R12 - Developing strategies to resolve disputes. R12 - Identifying strategies to manage emotions. H1, H6 - Deepening their understanding of good and not so good feelings. H6 - Extending vocabulary to help explain the range and intensity of feelings. H7 - Recognising conflicting emotions.</p>	<p>Relationships</p> <p>R2 - Recognising what constitutes a healthy relationship and develop the skills to form positive and healthy relationships. R3 - Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support. R4 - Recognising different types of relationship. R7 - Understanding that actions affect themselves and others. R9 - Understanding when it is right to 'break a confidence' or 'share a secret'. R10 - Listening and responding respectfully. R21 - Understanding personal boundaries.</p>	<p>Being Responsible</p> <p>L1 - Research, discuss and debate topical issues. L2 - Identify why rules are needed in different situations. L3, L4 - Understanding that there are human rights to protect everyone. L7 - Explore rights and responsibilities, rights and duties at home, school, community and the environment. L7 - Develop skills to carry out responsibilities. L8 - Explore how to resolve differences and respect others' points of view. L9 - Explore what being part of a community means and how they belong.</p>	<p>Bullying Matters</p> <p>R7 - Understanding that their actions affect themselves and others. R11 - Identifying the importance of working towards shared goals. R12 - Developing strategies for getting support for themselves or for others at risk. R13 - Identifying that differences and similarities arise from a number of factors. R14, L6 - Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, 'trolling'). R18 - Knowing how to recognise bullying and abuse in all its forms.</p>
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<p>Year 4</p>	<p>Being Me L7 - Exploring different kinds of responsibilities at school and in the community. L9 - Identifying what being part of a community means. L11 - Appreciate the range of identities in the UK. R10 - Listen and respond respectfully. R13 - Identifying that differences and similarities between people arise from a number of factors.</p>	<p>Changes H6 - Understanding good and not so good feelings including their range and intensity. H7 - Developing an understanding that change can cause conflicting emotions. H7 - Acknowledging, exploring and identifying how to manage change positively. H8 - Exploring changes. H14 - Knowing where to go for help and how to ask for help.</p>	<p>Money Matters L10 - Identify the role of voluntary and charity groups. L12 - Understanding different values and customs. L13 - Exploring how to manage money. L13 - Explaining the importance of money in people's lives and how money is obtained. L14 - Understanding the concepts of interest, loan, debt and tax. L16 - Understanding enterprise and begin to develop enterprise skills.</p>	<p>Being Safe H2 - Understanding how to make informed choices. H10 - Exploring how to recognise, predict and assess risks in different situations. H11 - Understanding that increased independence brings increased responsibility to keep themselves safe. H15 - Understanding how rules can keep them safe. H15 - Identifying where and how to get help. H21 - Developing strategies for keeping physically and emotionally safe in different situations. H22 - Understanding the importance of protecting information particularly online. H23, H24, H25 - Understanding how to become digitally responsible.</p>	<p>Drug Education H2 - Recognising how to make informed choices. H9 - Understanding that people have different attitudes to risk. H10, H11 - Recognising, predicting and assessing risks in different situations. H14 - Where to get help and how to ask for help. H17 - Distinguishing between safe and harmful and to know some substances can be harmful if misused. H21, H23 - Learning rules about staying safe.</p>	<p>Growing Up Including puberty talk for girls H4 - That images in the media do not always reflect reality. H5 - Celebrate our strengths/qualities. H8 - About the kind of changes that happen in life and the associated feelings. H12 - That simple hygiene routine can prevent the spread of bacteria. H18 - About the changes that happen as they grow up. H20 - The right to protect our bodies. R4 - About differences and similarities between people, but understand everyone is equal. R8 - About the difference between acceptable and unacceptable physical contact. R13 - Knowing the names of the body parts. R16 - Recognise and challenge stereotypes.</p>
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<p>Year 5</p>	<p>Being Healthy H1 - Exploring what affects their physical, mental and emotional health. H2 - Understanding the concept and benefits of a balanced healthy lifestyle. H3 - Exploring how we make choices about the food we eat. H3 - Identifying how to make informed choices. H3 - Developing skills to make their own choices. H4 - Recognising how images in the media do not always reflect reality. H5 - Setting simple but challenging goals. H16 - Exploring what is meant by the term habit and why habits can be hard to change.</p>	<p>Difference and Diversity R10 - Identifying how to listen and respond respectfully to a wide range of people. R13 - Recognising the factors that make people the same or different. R14 - Recognising the nature and consequences of discrimination. R16 - Recognising and challenging stereotypes. R17 - Understanding the correct use of the terms sex, gender identity and sexual orientation.</p>	<p>Bullying Matters R7 - Understanding that their actions affect themselves and others. R12 - Developing strategies for getting support for themselves or for others at risk. R13 - Identifying that differences and similarities arise from a number of factors. R14 - Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice based language, 'trolling'). R18 - Knowing how to recognise bullying and abuse in all its forms.</p>	<p>Being Responsible L1 - Research, discuss and debate topical issues. L2 - Identify why rules are needed in different situations. L3, L4 - Understanding that there are human rights to protect everyone. L5 - To understand there are some cultural practices against British law. L7 - Explore rights and responsibilities at home, school, community and the environment. L7 - Develop skills to carry out responsibilities. L8 - Explore others' points of view. L9 - Explore what being part of a community means and how they belong.</p>	<p>Relationships Including changes as we grow from baby to adult (pupils make a baby book). R2 - Recognising what a healthy relationship is. R3 - Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support. R4 - Recognising different types of relationship, including those between acquaintances, friends, relatives and families. R5, R6 - Understanding the true meaning behind civil partnerships and marriage. R12 - Resolving conflicts. R20 - Recognising that forcing anyone to marry is a crime. R21 - Understanding about confidentiality and about times when it is necessary to break a confidence.</p>	<p>Exploring Emotions R1 - Recognising a wider range of feelings in others and how to respond appropriately. R7 - Recognising that their actions can affect themselves and others. R12 - Developing strategies to resolve disputes. H6 - Deepening their understanding of good and not so good feelings. H6 - Extending emotional vocabulary. H6 - Exploring the intensity and range of feelings. H7 - Recognising when they experience conflicting emotions and how to manage these.</p>
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<p>Year 6</p>	<p>Drug Education H2 - Knowing how to make informed choices. H10, H17 - Identifying a range of drugs/substances and assessing some of the risks/effects. H13 - Identifying influences and when an influence becomes a pressure. H14 - Developing skills of how to ask for help. H15 - Identify basic emergency procedures. H16 - Understanding the term 'habit' and why habits can be hard to change.</p>	<p>Being Me L7 - Exploring different kinds of responsibilities at school and in the community. L9 - Identifying what being part of a community means. R13 - Identifying that differences and similarities between people arise from a number of factors.</p>	<p>Being Safe H2 - Understanding how to make informed choices. H10 - Exploring how to recognise, predict and assess risks in different situations. H11 - Understanding that increased independence brings increased responsibility to keep themselves safe. H15 - Explaining how rules can keep them safe. H15 - Identifying where and how to get help. H16 - Understanding the term 'habit.' H21 - Developing strategies for keeping physically and emotionally safe in different situations. H22 - Understanding the importance of protecting information particularly online. H23, H24, H25 - Understanding how to become digitally responsible.</p>	<p>Money Matters L10 - Identify the role of voluntary and charity groups. L12 - Understanding different values and customs. L13 - Exploring how to manage money. L13 - Explaining the importance of money in people's lives and how money is obtained. L14 - Understanding the concepts of interest, loan, debt and tax. L16 - Understanding enterprise and begin to develop enterprise skills.</p>	<p>Changes Pupils learn about changes to boys and girls as they grow. Resources to help these units include excerpts from Channel 4 'Living and Growing' DVD and new resources from Christopher Walker RSE scheme of work. H6 - Explaining intensity of feelings. H6 - Exploring and managing the difficult emotions. H7 - Acknowledging and managing change positively. H8 - Managing transition to secondary school. H8 - Exploring and managing loss, separation, divorce and bereavement. H14 - Practising asking for help and knowing where to go for help.</p>	<p>Growing Up Work on 'Alright Charlie' on protecting pupils from online dangers is included in this term. H4 - Exploring how images in the media and online do not always reflect reality. H6 - Identify the intensity of feelings. H7 - Recognising conflicting feelings. H12 - That simple hygiene routine can prevent the spread of bacteria. H13 - Identify pressures and influences. H18 - Understanding changes that happen at puberty. H19 - Understanding what puberty and human reproduction is. R2 - Identifying qualities of a healthy relationship R5 - About committed loving relationships. R13 - About differences and similarities between people, but understand everyone is equal. L1 - Debate topical issues.</p>
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PSHE Matters is divided into 12 themes for KS1, which are taught over a period of two years (6 units per year). Then these themes are revisited over Year 3 and 4 and finally again in Year 5 and 6.

How else do we cover the statutory requirements at MPS?

For mental health and wellbeing pupils in Years 1 to 6 have a termly lesson on mental health and wellbeing from the PSHE Association in addition to our PSHE units Exploring Emotions in Year 1, Year 3 and Year 5. In the Autumn term each year we have a whole school theme week for Anti-bullying and Mental Health and Wellbeing.

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans>

The PSHE Association units cover the following themes:

Lessons in key stage 1 and 2 include teaching about:

- Identifying and talking about feelings
- Understanding how feelings affect behaviours
- Strategies to manage feelings
- The link between mental and physical health
- Managing the transition to secondary school / key stage 3

Year group	Lesson 1 completed during Autumn theme week	Session 2 completed during Spring term	Session 3 completed during Summer term
Year 1 and Year 2	<p>We all have feelings <u>Learning objective</u> Pupils will learn: To recognise and describe different feelings in themselves and others</p> <p><u>Learning outcomes</u> By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> • recognise and name some feelings that they might have • explain how feelings can make their bodies feel inside • describe how other’s might be feeling • identify who can help them 	<p>Good and not so good feelings <u>Learning objective</u> Pupils will learn: that feelings change and that not everyone experiences the same feeling in the same situation</p> <p><u>Learning outcomes</u> By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> • identify feelings that are good and not so good • recognise that people feel differently about things and situations • explain what can change their feelings (from good to not so good and from not so good to good) • suggest things that can help them and others to feel better 	<p>Big Feelings <u>Learning objective</u> Pupils will learn: about ‘big’ feelings and how to manage them</p> <p><u>Learning outcomes</u> By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> • recognise that feelings can intensify (get stronger) • describe how big feelings can affect their behaviour • identify what can help them feel better when they have a big feeling (including talking to trusted adults) • use words or phrases to ask for help with feelings



<p>Year 3 and Year 4</p>	<p>Everyday feelings <u>Learning objective</u> Pupils will learn: about the different feelings and emotions people experience; how feelings and emotions change and what helps people to feel good</p> <p><u>Learning outcomes</u> By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> • identify that feelings/emotions are part of a person's health and wellbeing • recognise that feelings usually change throughout the day • give examples of everyday things that can affect feelings • describe what can help people to feel good/better 	<p>Expressing feelings <u>Learning objective</u> Pupils will learn: about ways of expressing feelings and emotions and why this is important</p> <p><u>Learning outcomes</u> By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> • name a wide range of feelings and emotions • match feelings to a scale of intensity and identify strong feelings • describe different feelings and how they are experienced in the body • recognise why it is important for people to express their feelings 	<p>Managing Feelings <u>Learning objective</u> Pupils will learn:</p> <ul style="list-style-type: none"> • about managing feelings and emotions in different situations • about getting help, advice and support with feelings and emotions <p><u>Learning outcomes</u> By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> • explain how feelings and emotions can influence actions and behaviour • identify ways of coping with feelings in different situations • explain why it is important to talk about feelings and describe how this can feel • recognise that help, advice and support about feelings comes from different sources
<p>Year 5 and Year 6</p>	<p>Mental Health and Keeping Well <u>Learning objective</u> Pupils will learn: about mental health; what it means and how we can take care of it</p> <p><u>Learning outcomes</u> By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> • explain what is meant by the term 'mental health' • identify everyday behaviours that can help to support mental (and physical) health • recognise that we can take care of our mental health (as well as our physical health) 	<p>Managing Challenges and Change <u>Learning objective</u> Pupils will learn: about how feelings and emotions are affected and can be managed at changing, challenging or difficult times</p> <p><u>Learning outcomes</u> By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> • describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected • recognise conflicting emotions and when these might be experienced • explain how feelings and emotions change over time • identify positive actions to support mental wellbeing during difficult times, including identifying their personal support network 	<p>Feeling common anxieties when transitioning to secondary school <u>Learning objective</u> Pupils will learn:</p> <ul style="list-style-type: none"> • about the feelings and common anxieties pupils face when starting key stage 3/moving to secondary school • ways of managing these feelings. <p><u>Learning outcomes</u> By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> • identify feelings people might experience when starting a new school / moving to secondary school (KS3) • recognise common causes of worry, challenges and opportunities that may be part of this transition • identify and evaluate the usefulness and



			<p>reliability of different sources of support and information available; explain how to access them</p> <ul style="list-style-type: none">• identify ways to positively manage the move to secondary school (KS3)
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HEALTH AND PREVENTION

The school holds a Silver Food for Life Accreditation from the Soil Association, for our education work in food education. All pupils have taught food sessions with our Catering manager through the year and we also have a KS2 cooking club. Our certificate for this award is displayed in school.

We are a sunsafe accredited school. All pupils complete sun safety awareness sessions in school. We have a sun safe policy which is reviewed annually. All pupils have access to sun cream at school and parents are asked to provide hats and sun cream for their children as part of our annual reaccreditation. We discuss the Sun's UV rating each day with pupils so that they are aware of the impact on their skin and all staff are asked to model sun safety awareness by wearing appropriate clothing, hats and sun cream. <https://www.sunsafeschools.co.uk/> Our certificate is displayed in school.

ONLINE SAFETY AND E-BULLYING

In our Computing sessions all pupils work on e-safety units as part of our Rising Stars curriculum. We also take part in the annual Internet Safety day during February. In Year 6 pupils work with the 'Alright Charlie' materials against grooming, which are delivered by our Inclusion/Safeguarding Manager and Year 6 teachers. Parents from Year 5 and 6 are invited to view these materials and have a discussion with staff in preparation for the sessions being delivered in school in our annual RSE meetings.

BASIC FIRST AID

Annually from September KS2 pupils will take part in annual First Aid sessions based on St John's Ambulance. <https://www.sja.org.uk/get-advice/first-aid-lesson-plans/>
These will be taught by class teachers, with support from our trained school first aiders.



HOW DO WE TEACH THE NON-STATUTORY ASPECTS OF PSHE, SUCH AS FINANCIAL CAPABILITY?

At Mickleover Primary School pupils are taught financial capability through the PSHE units Money Matters in Year 2, Year 4 and Year 6.

We also focus on money in Maths and all year groups in school complete 'Moneysense for schools' workshops biannually.

The school holds a Natwest Moneysense Accredited Schools award (achieved December 2019)

<https://natwest.mymoneysense.com/workshops/>

Our banner for our accreditation is displayed outside school.

The units we have used in 2019-2020 are:

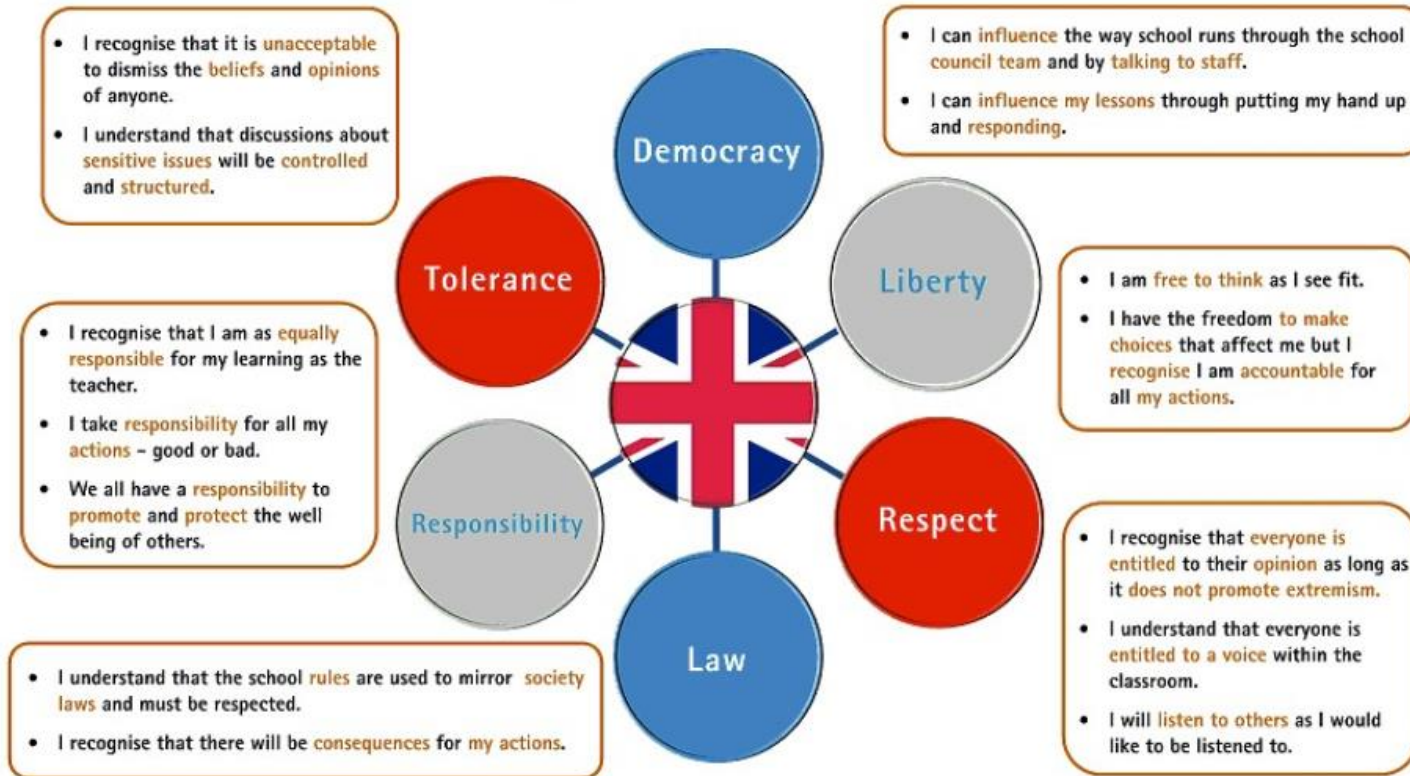
- How we use money (5-8s) Year 1 and Year 2
- Super smoothie shop (5-10s) for Year 3 and Year 4
- Fraud scene investigators (8-12s) Year 5 and Year 6

These sessions are taught by class teachers with the support of banking staff from Natwest, RBS and Barclays.



BRITISH VALUES AND HOW THEY LINK TO OUR WORK IN RSHE.

Core British Values



 Social - Moral - Spiritual - Cultural 

Motivated to learn, Proud of our achievements, Successful and skilled for life.



DEMOCRACY

Throughout their time at MPS there will be many occasions where children will have the opportunity to vote and for their voices to be heard. We understand that the children's opinions about their school are valid and need to be at the heart of our decision making. All staff will model this process through asking questions and inviting children's answers and opinions, whether it be in lessons, during assemblies, at lunchtime or on the playground. For example, in child-initiated learning, all children are developing their decision making skills and learning to make informed choices and take responsibility for them. Older children often take part in debating activities or engage in public speaking on various topics.

Our School Council has members elected from each class and have regular meetings to represent the views of their classmates. Our school behaviour policy is clear that children are expected to contribute and co-operate, taking into account the views of others. Our Values also promote democracy.

THE RULE OF LAW

We consistently reinforce our high expectations of children. Children are taught the value and reasons behind our expectations (rules) that they are there to protect us, that everyone has a responsibility and that there are consequences when rules are broken. They recognise that whilst we have rules at school, other rules and laws exist in the country for the same reasons.

- At the beginning of each academic year each class work on our school promises and how these relate our class rules in the classroom with their peers and the teacher. These are then displayed in the class and referred to as necessary.
- By signing the Home School Agreement all parents/carers, children and teachers show commitment to uphold the school rules.
- Children are helped to learn to manage their behaviour and take responsibility for their actions. We help children to understand the connection between actions and consequences; rights and responsibilities.

Visits from the fire service, road safety experts, the police and visits to the various community buildings help us to reinforce this message.

INDIVIDUAL LIBERTY

Within school, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for our children to make choices safely, through our provision of a safe environment and engaging teaching. Children are encouraged to know, understand and exercise their rights and personal freedoms, whilst recognising that they have various responsibilities to fulfil.

We support each child to become as independent as possible so that they are encouraged to become good and valued citizens. We endeavour to demonstrate that everyone has rights; this includes the right to say 'No' when appropriate.



Some children will be able to take responsibility for particular roles, such as monitors, buddies or prefects. Learning to do things independently is an important part of learning to understand yourself. We believe that in fostering a careful and helpful environment and encouraging independence we can boost and nurture a healthy self-esteem.

Whether it be through their choice of learning challenge, how to record their work, choosing which of our many extra-curricular activities to participate in or what to eat at lunchtime, our children are given the freedom to make many choices.

MUTUAL RESPECT

Respect is one of our school values. Children learn that their behaviour has an effect on their own rights and those of others. All members of our school community treat each other with respect.

Events and circumstances are planned for pupils to go into the community to meet with a variety of people in different situations which include: sports events, community events and shared participation with other schools.

We support others our community in a variety of ways for example: singing songs and carols to others; collecting Harvest goods for our local Methodist church and elderly neighbours, as well as participating in national charitable events such as Children in Need, Comic Relief and fund raising for local charities.

Part of our school ethos and behaviour policy has revolved around core values such as 'Respect', and children model this by caring, sharing and listening to others. Our staff help children to understand how to respect by talking about how actions/words can affect others.

TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS

We aim to enhance children's understanding of different faiths and beliefs by participating in a range of celebrations throughout the year. Through our school values, all children are taught to respect everyone regardless of their faith and beliefs.

In the curriculum through Religious Education, PSHE, English, Art, Geography and History, as well as our Assembly themes, children consider cultures from other parts of the world, different faiths and beliefs. We invite visitors from our community to share their knowledge and to enhance learning both within classes and for the whole school or we visit local places of worship.

To celebrate being British we:

- Study key historical figures and events in British history through our topics
- Learn about our Patron Saints and various myths and legends from Britain in topic lessons, assemblies and through Literacy work.
- Dance and listen to music from the different regions of Britain
- Learn key geographical facts about Britain
- Study our native wildlife both within our grounds and beyond

Motivated to learn, Proud of our achievements, Successful and skilled for life.



- Support national events such as the Olympics and the World Cup
- Strive to have a good sense of humour in the face of adversity!

In PSHE Matters pupils are specifically taught units related to British Values. In the units Being Responsible in Year 1, Year 3 and Year 5 develop their awareness of the Rule of Law and in the Difference and Diversity units, which are also taught in Year 1, Year 3 and Year 5, pupils develop their Tolerance of those of Different Faiths and Beliefs. This work is also developed through our RE lessons based on the Derbyshire RE Syllabus.