

PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) EDUCATION (including Citizenship) POLICY

Whole School



Reviewed: November 2022 (RH/TM)

Governor Review: December 2022

This policy reflects the aims and ethos of Alderley Edge School for Girls where pupils are encouraged to respect others paying particular regard to the protected characteristics set out in the Equality Act of 2010. Our curriculum is broad and balanced to note all the protected characteristics. We believe in social justice for all and feel a sense of responsibility for those less fortunate.

Parents are key to children learning about aspects of PSHE, including relationships and sex education, and school should work in partnership with home. Parents need to know that the school's PSHE and RSE programme will complement their role and support them in the education of their child. Alderley Edge School for Girls will ensure that parents' views are heard, and that the curriculum is culturally appropriate and inclusive of all our pupils alongside more global issues. It is important that this policy is reviewed regularly to address the needs of all our pupils in school and the local area.

This policy should be read in conjunction with the SMSC Policy, the Equal Opportunities Policy, the Child Protection and Safeguarding Policy, the Anti-Bullying Policy, the Behaviour Policy, the Curriculum Policy, the Online Safety Policy, the Healthy Eating Policy and the Relationships & Sex Education Policy.

Useful acronyms

RSE- Relationships and sex education

PSHE- Personal, social, health and economic education

FBV- Fundamental British Values

SMSC- Spiritual, moral, social and cultural development

1 Aims and Objectives

1.1 Personal, Social, Health and Economic Education (PSHE) enables children to become healthy, independent and responsible members of society. Here, at Alderley Edge School for Girls, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self-worth. Through the teaching of FBV, we teach them how society is organised and governed. We ensure that they experience the process of democracy in school through participation in the school council. We teach pupils about their rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. Our aim is to make the learning the foundations of all that we do in and out of school not simply within the learning of single sessions. We aim to 'live' what is learnt and apply it to everyday situations in the school and local community.

1.2 The aims of Personal, Social and Health Education and Citizenship are to enable the children to:

- know and understand what constitutes a healthy lifestyle and be aware of how to maintain positive mental health
- be aware of personal safety issues

- understand what makes for good relationships with others and how to develop good relationships with other members of the school and the wider community
- have respect for other people, with particular regard to the protected characteristics under the Equality Act 2010, which are as follows: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation. However, account will be taken of the age and ability of pupils in order to deliver the curriculum appropriately. If there were an event or occurrence involving one or more of the protected characteristics which became an issue amongst the pupils, we will help the pupils to understand the issues and ensure that they maintain respect for all those with those characteristics. We promote diversity and inclusion and use PSHE education to address diversity issues and ensure equality for all.
- be independent and responsible members of the school community, and learn classroom skills
- be positive and active members of a democratic society and develop a good understanding of human rights and how to uphold fundamental British values
- understand how to be good global citizens
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues, including choices surrounding career choices and aspirations and how to make considered financial decisions.

2 Teaching and Learning

2.1 We use a range of teaching and learning strategies. We place an emphasis on active learning by involving the children in dialogue and debates in a non-judgemental way, which allows scope for pupils to ask questions and engage in discussion. We also assess what they know at the start of the unit and review this at the end. All lessons have a PowerPoint presentation and further resources, which are available to staff in file exchange and students in Pupil Share.

We are fortunate to have a trained school nurse Mrs Claire Clark, who delivers specialist sessions on sex education across the school on themes such as puberty, periods, STIs, contraception and First Aid (in an age-appropriate manner).

We also have external visitors and organisations who come in to give presentations and talks. For example, road safety workshops, Respect Me sessions on self-esteem, anti-bullying workshops, body image sessions, sexting information, abuse talks and healthy relationships advice. We also have links with our local Police Force, who come in and deliver talks on various topics such as alcohol and online safety.

2.2 To ensure a consistent approach, with a shared language and understanding at its centre, we use a comprehensive, carefully thought-through spiral programme of study, which brings consistency and progression to our pupil's learning in this vital curriculum area.

2.3 We ensure that PSHE discussions take place in a safe and supportive learning environment. Where we are aware that a child is vulnerable or she has indicated as such, we will offer appropriate support. This policy is informed by our Child Protection and Safeguarding Policy.

3 PSHE Curriculum Planning

3.1 All year groups from year 1-11 have one 50-minute lesson per week and are taught in their class or tutor groups. In year 12 and 13 they have one 50-minute lesson per fortnight. Alongside these planned programmes of work, time is allowed for dealing with issues and matters that arise during lessons and

from the pupils' work. This enables the pupils' immediate concerns to be listened to and resolved. The opportunity for confidential discussions to deal with individual concerns is made available by class teachers as necessary. This ensures that our curriculum is broad and balanced.

3.2 In KS3 pupils are taught solely by Mrs Hawkes and at KS4 and KS5, pupils are on a carousel and move around the different staff throughout the year (RH/RHI/SW/CL). This means that staff specialise in one topic/area, which they deliver to all tutor groups in that year group.

3.3 Where appropriate we introduce PSHE through other subjects, e.g. when teaching about environmental issues in Geography, we offer pupils the opportunity to explore what makes a good citizen and they do projects for example on how to reduce plastic waste. There is also an overlap between the programmes of study of RE, Science, PE, Computing, English and PSHE.

3.4 The teaching of PSHE incorporates the teaching of Relationships and Sex Education. The teaching of Relationships and Sex is covered separately in our Relationships and Sex Education Policy. In the Prep School, this is delivered by the class teachers alongside Mrs Clark, the school nurse. In the Senior School, this is delivered primarily by Mrs Hawkes, the subject lead, and Mrs Clark.

3.5 We also develop PSHE through activities and whole-school events, e.g. the School Council, Friendship Council, digital leaders and Eco group/angels, where representatives from each class meet regularly to discuss school matters. There is a particular focus on developing pupils' independence and self-esteem and giving them the opportunity to develop leadership and co-operative skills, through team-building activities.

3.6 A copy of our Programme of Study overview for the teaching of PSHE in both the Prep and Senior School is attached as Appendix A and B.

3.7 PSHE is an integral part of the daily teaching and learning in the Early Years Foundation Stage. It is covered by the 'prime area' of Personal, Social and Emotional Development and the 'specific area' of 'Understanding the World'. We use the age-related expectations of the Development Matters guidance to support staff in providing age-appropriate activities as the children develop awareness of themselves as part of a larger school community and learn to respect other peoples' feelings and beliefs.

3.8 In the Senior School, staff only teach topics which they are comfortable with and sometimes we may move topics across to staff. Mrs Hawkes and HOY will often pick up more sensitive issues. Before delivering sensitive material, staff check with HOY on current situations to take the needs of pupils and take their welfare into consideration. For example, a pupil may not want to attend a session on bereavement if they have recently lost a member of their family. Alternative work will be set by their teacher, and they will work with their HOY or in a quiet space in the library where they are supervised

3.9 PSHE is an integral part of the daily teaching and learning at Alderley Edge School for Girls. There are six key areas/units covered in the Prep School across the year: Being Me in My World, Celebrating Differences, Dreams and Goals, Healthy Me, Relationships and Changing Me. In the Senior School, three key areas/units are taught: RSE - Relationships and Sex Education, Health and Wellbeing and Living in the Wider World.

4 Contribution of PHSE to teaching in other curriculum areas.

4.1 PSHE involves all aspects of being alive in the world. Therefore, all subjects contain some aspects of PSHE.

4.2 PSHE and Citizenship provides rich opportunities for pupils:

- To understand the significance of what they learn for themselves in relationship to their life experiences and choices;
- To develop their spiritual, moral, and cultural awareness;
- To develop and apply the key skills of communication, working with others, improving their own learning performance and problem solving; develop and apply thinking skills for information processing, reasoning, enquiry, creative thinking and evaluation.

- To learn and uphold fundamental British values

5 PSHE and Citizenship and Computing

5.1 Computing contributes to the teaching of PSHE in a variety of ways and promotes working together in a collaborative manner. Computing lessons develop a sense of global citizenship by using the Internet and other computing applications. Online safety is taught in all year groups with different themes, that are age appropriate.

5.2 In the Prep School, online safety is taught in computing lessons and through whole school assemblies. In year 5, the 'Relationships' unit is primarily focussed on online relationships and ensuring safe online habits are formed. Upper Key Stage Two pupils are taught by specialist senior school computing staff during computing lessons where this is covered further.

5.3 In the Senior School, pupils have a session allocated so that all staff deliver the lesson on the same day. The lesson has a PowerPoint and handouts which are given to pupils before the lesson on TEAMS. They are also available in Pupil Share. Year 7 have a session on social media-how to stay safe and personal safety. Year 8 have a session on online safety about fraud. Year 9 have a session on online safety and selfies. Year 10 have a session on online safety about the dark web. Year 11 have an online safety session about grooming and online fraud. ICT also deliver sessions regarding online safety.

6 PSHE and Inclusion

6.1 We teach PSHE to all pupils, regardless of their attainment. Our teachers provide learning opportunities matched to the individual needs of pupils with learning differences. Appropriate support is provided where needed.

6.2 For gifted and talented pupils, teachers provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community. Such possibilities may include School Council, Friendship Council, Eco Group/Angels, prefects, scholarships, Head and Deputy Girls and others.

Assessment for Learning

7.1 In the Prep School, teachers assess the children's work in PSHE by making formative judgments as they observe them during lessons and make summative assessments against objectives for each unit at their completion each half term. Continuous teacher assessment plays an important part in PSHE. The teacher observes pupils in a variety of situations and not solely within the context of PSHE lessons e.g. break-time, circle time and in group work, and makes judgements based on the evidence of what is seen and heard and on a pupil's reaction to people and situations. Such observations will inform the teacher's judgements against the objectives and, in some circumstances, may be reported to parents. We do not set formal examinations in PSHE. The assessments that we make of pupil achievement are positive and record achievement in its widest sense.

7.2 In the Senior School, teachers assess the pupil's work in PSHE by making formative judgments during lessons and make summative assessments at the end of each unit in Relationships and Sex education, Health and Wellbeing and Living in the Wider World. We do not set formal examinations in PSHE. We have clear expectations of what the students will know, understand and be able to do at the end of each year. The assessments that we make of pupil achievement are positive and record achievement in its widest sense.

8 Resources

8.1 All resources including schemes of learning and all overviews, PowerPoints and handouts for each lesson are stored in File Exchange. There are also additional resources in the library.

8.2 In the Senior School, pupils also have access to these via Pupil share. Staff are encouraged to put material on Teams for each lesson so that pupils have time to look through materials and parents/carers can also view this material.

9 Recording and Reporting

9.1 In the Prep School, on the annual report there is a section to comment on personal and social development in the General comment box. In addition to this written report, parents are invited into school for a verbal report on their child's progress and development during each term. Pupils also lead discussions with their parents about their learning during the Learning Exchange sessions once a year.

9.2 All teachers, teaching assistants, midday staff and administrative staff are responsible for informing the class teachers about notable points of personal and social development in individual pupils. It is the responsibility of individual teachers, the SEN co-ordinator and the Gifted and Talented co-ordinator to identify pupils' progress, which is well above or below that which is expected.

9.3 In the Senior School, pupils receive the annual report. At KS3 pupils are taught by Mrs Hawkes and in KS4 and KS5 we have a carousel system. Staff will lease with each other in order to write reports which will comment on the three core units studied.

10 Monitoring and review

10.1 The planning and co-ordination of the teaching in PSHE and are the responsibility of the subject leaders: Mr Marchington (Prep) and Mrs Hawkes (Seniors).

- They support colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for PSHE
- They are responsible for the formulation and updating of a Whole School PSHE and RSE Policy
- They take responsibility for the auditing, ordering and maintenance of PSHE resources
- They review evidence of the student's work and observe PSHE lessons across the school.

10.2 This policy will be reviewed in accordance with the School Curriculum Development Plan. The Curriculum Committee of the governing body monitors this policy. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Appendices

- Appendix A Prep School Programme of Study Overview
- Appendix B Senior School Programme of Study Overview
- Appendix C By the end of Primary School pupils should know (health education)

Appendix A

Year Group	Unit 1 Being Me In My World	Unit 2 Celebrating Difference	Unit 3 Dreams and Goals	Unit 4 Healthy Me	Unit 5 Relationships	Unit 6 Changing Me
R	<ul style="list-style-type: none"> -Self-identity -Understanding feelings -Being in a classroom -Being gentle -Rights and responsibilities 	<ul style="list-style-type: none"> -Identifying talents -Being special -Families -Where we live -Making friends -Standing up for yourself 	<ul style="list-style-type: none"> -Challenges -Perseverance -<u>Goal-setting</u> -Overcoming obstacles -Seeking help -Jobs -Achieving goals 	<ul style="list-style-type: none"> -Exercising bodies -Physical activity -Healthy food -Sleep -Keeping clean -Safety 	<ul style="list-style-type: none"> -Family life -Friendships -Breaking friendships -Falling out -Dealing with bullying -Being a good friend 	<ul style="list-style-type: none"> -Bodies -Respecting my body -Growing up -Growth and change -Fun and fears -Celebrations
1	<ul style="list-style-type: none"> -Feeling special and safe -Being part of a class -Rights and responsibilities -Rewards and feeling proud -Consequences -Owning the Learning Charter 	<ul style="list-style-type: none"> -Similarities and differences -Understanding bullying and knowing how to deal with it -Making new friends -Celebrating the differences in everyone 	<ul style="list-style-type: none"> -Setting goals -Identifying successes and achievements -Learning styles -Working well and celebrating achievement with a partner -Tackling new challenges -Identifying and overcoming obstacles -Feelings of success 	<ul style="list-style-type: none"> -Keeping myself healthy -Healthier lifestyle choices -Keeping clean -Being safe -Medicine safety/safety with household items -Road safety -Linking health and happiness 	<ul style="list-style-type: none"> -Belonging to a family -Making friends/being a good friend - Physical contact preferences -People who help us -Qualities as a friend and person -Self-acknowledgement -Being a good friend to myself -Celebrating special relationships 	<ul style="list-style-type: none"> Life cycles – animal and human -Changes in me -Changes since being a baby -Differences between female and male bodies (correct terminology) -Linking growing and learning -Coping with change -Transition
2	<ul style="list-style-type: none"> -Hopes and fears for the year -Rights and responsibilities -Rewards and consequences -Safe and fair learning environment -Valuing contributions -Choices -Recognising feelings 	<ul style="list-style-type: none"> -Assumptions and stereotypes about gender -Understanding bullying -Standing up for self and others -Making new friends -Gender diversity -Celebrating difference and remaining friends 	<ul style="list-style-type: none"> -Achieving realistic goals -Perseverance -Learning strengths -Learning with others -Group co-operation -Contributing to and sharing success 	<ul style="list-style-type: none"> -Motivation -Healthier choices -Relaxation -Healthy eating and nutrition -Healthier snacks and sharing food 	<ul style="list-style-type: none"> -Different types of family -Physical contact boundaries -Friendship and conflict -Secrets -Trust and appreciation -Expressing appreciation for special relationships 	<ul style="list-style-type: none"> -Life cycles in nature -Growing from young to old -Increasing independence -Differences in female and male bodies (correct terminology) -Assertiveness -Preparing for transition
3	<ul style="list-style-type: none"> -Setting personal goals -Self-identity and worth -Positivity in challenges -Rules, rights and responsibilities -Rewards and consequences -Responsible choices -Seeing things from others' perspectives 	<ul style="list-style-type: none"> -Families and their differences -Family conflict and how to manage it (child-centred) -Witnessing bullying and how to solve it -Recognising how words can be hurtful -Giving and receiving compliments 	<ul style="list-style-type: none"> -Difficult challenges and achieving success -Dreams and ambitions -New challenges -Motivation and enthusiasm -Recognising and trying to overcome obstacles -Evaluating learning processes -Managing feelings Simple budgeting 	<ul style="list-style-type: none"> -Exercise -Fitness challenges -Food labelling and healthy swaps -Attitudes towards drugs -Keeping safe and why it's important online and <u>off line</u> scenarios -Respect for myself and others -Healthy and safe choices 	<ul style="list-style-type: none"> -Family roles and responsibilities -Friendship and negotiation -Keeping safe online and who to go to for help -Being a global citizen -Being aware of how my choices affect others -Awareness of how other children have different lives -Expressing appreciation for family and friends 	<ul style="list-style-type: none"> -How babies grow -Understanding a baby's needs -Outside body changes -Inside body changes -Family stereotypes -Challenging my ideas -Preparing for transition
4	<ul style="list-style-type: none"> -Being part of a class team -Being a school citizen -Rights, responsibilities and democracy (school council) -Rewards and consequences -Group decision-making -Having a voice -What motivates behaviour 	<ul style="list-style-type: none"> -Challenging assumptions -Judging by appearance -Accepting self and others -Understanding influences -Understanding bullying -Problem-solving -Identifying how special and unique everyone is -First impressions 	<ul style="list-style-type: none"> -Hopes and dreams -Overcoming disappointment -Creating new, realistic dreams -Achieving goals -Working in a group -Celebrating contributions -Resilience -Positive attitudes 	<ul style="list-style-type: none"> -Healthier friendships -Group dynamics -Smoking -Alcohol -Assertiveness -Peer pressure -Celebrating inner strength 	<ul style="list-style-type: none"> -Jealousy -Love and loss -Memories of loved ones -Getting on and Falling Out -Girlfriends and boyfriends -Showing appreciation to people and animals 	<ul style="list-style-type: none"> -Being unique -Girls and puberty -Confidence in change -Accepting change -Preparing for transition -Environmental change

5	<ul style="list-style-type: none"> -Planning the forthcoming year -Being a citizen -Rights and responsibilities -Rewards and consequences -How behaviour affects groups -Democracy, having a voice, participating 	<ul style="list-style-type: none"> -Cultural differences and how they can cause conflict -Racism -Rumours and name-calling -Types of bullying -Material wealth and happiness -Enjoying and respecting other cultures 	<ul style="list-style-type: none"> -Future dreams -The importance of money -Jobs and careers -Dream job and how to get there -Goals in different cultures -Supporting others (charity) -Motivation 	<ul style="list-style-type: none"> -Smoking, including vaping -Alcohol -Alcohol and anti-social behaviour -Emergency aid -Body image -Relationships with food -Healthy choices -Motivation and behaviour 	<ul style="list-style-type: none"> -Self-recognition and self-worth -Building self-esteem -Safer online communities -Rights and responsibilities online -Online gaming and gambling -Reducing screen time -Dangers of online grooming -SMARRT internet safety rules 	<ul style="list-style-type: none"> -Self- and body image -Influence of online and media on body image -Puberty for girls -Puberty for boys -Conception (including IVF) -Growing responsibility -Coping with change -Preparing for transition
6	<ul style="list-style-type: none"> -Identifying goals for the year -Global citizenship -Children's universal rights -Feeling welcome and valued -Choices, consequences and rewards -Group dynamics -Democracy, having a voice -Anti-social behaviour -Role-modelling 	<ul style="list-style-type: none"> -Perceptions of normality -Understanding disability -Power struggles -Understanding bullying -Inclusion/exclusion -Differences as conflict, difference as celebration -Empathy 	<ul style="list-style-type: none"> -Personal learning goals, in and out of school -Success criteria -Emotions in success -Making a difference in the world -Motivation -Recognising achievements -Compliments 	<ul style="list-style-type: none"> -Taking personal responsibility -How substances affect the body -Exploitation, including 'county lines' and gang culture -Emotional and mental health -Managing stress 	<ul style="list-style-type: none"> -Mental health -Identifying mental health worries and sources of support -Love and loss -Managing feelings -Power and control -Assertiveness -Technology safety -Take responsibility with technology use 	<ul style="list-style-type: none"> -Self-image -Body image -Puberty and feelings -Conception to birth -Reflections about change -Physical attraction -Respect and consent -Boyfriends/girlfriends -Sexting Transition

Appendix B

PSHE/PAL topic overview Year 7-13

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
	<p>Introduction to addiction, drugs and dangerous substances (including smoking and energy drinks)</p> <p>Mental Health depression and anger management</p> <p>Study skills and preparation for examinations.</p>	<p>Cancer awareness</p> <p>Addiction, vaping and nicotine</p> <p>Pregnancy and parenting introduction</p> <p>FGM introduction</p> <p>Personal development, behaviour target and goals.</p> <p>Study skills and preparation for examinations.</p>	<p>Drugs and substance abuse and the law</p> <p>Personal safety</p> <p>Study skills and preparation for examinations.</p>	<p>Tattoos and piercings awareness</p> <p>Managing time online, screen time awareness and use of mobile phones/ipads.</p> <p>Study skills and preparation for examinations.</p>	<p>Study skills and preparation for examinations.</p>	<p>pregnancy and adoption</p> <p>Importance of relaxation, sex, gender and identity</p> <p>Study skills and preparation for examinations.</p>	<p>Study skills and preparation for examinations.</p>
<u>Living in the wider world</u>	<p>Introduction to secondary school, PSHE, aspirations and self esteem</p> <p>Online safety</p> <p>Introduction to budgeting, saving and finance</p>	<p>Careers Uniform, skills, vocational qualities and entrepreneurial; unit</p> <p>Finance, budgeting, tax and saving</p>	<p>Employability and workplace skills</p> <p>Entrepreneurial skills and presentation</p> <p>Personal Finance</p> <p>Sustainability</p>	<p>Employability, careers and workplace awareness</p> <p>Rights, responsibilities and equality.</p> <p>Money laundering</p>	<p>Applying to college and university</p> <p>Preparing for work and living independently</p> <p>GCSE revision and study skills</p>	<p>Careers, apprenticeships and employment options</p> <p>Applying for University or College</p>	<p>Careers-personal skills and qualities including leadership skills, personal branding, problem solving, work ethic, motivation and communication</p>
	<p>Racism and stereotypes introduction</p> <p>Careers introduction - UNIFROG</p>	<p>Prejudice and discrimination <u>LGBTQAI+</u></p> <p>Internet safety-online dangers and predators</p>		<p>Fake news and the media</p> <p>Prejudice and discrimination</p>		<p>Personal statements and applications</p> <p>Careers in core STEM subjects</p> <p>Computer literacy and employment</p>	<p>Personal finance including payday loans</p> <p>Renting and buying cars and houses</p> <p>Pensions and retirement plans</p>
<u>Internal focus sessions delivered by AESG staff</u>	<p>Careers-Mrs Hilsley</p> <p>Mrs Clark (school nurse) puberty and periods focus</p>	<p>Careers-Mrs Hilsley</p>	<p>Careers-Mrs Hilsley</p>	<p>Careers-Mrs Hilsley</p> <p>Mrs Clark (school nurse) contraception focus</p>	<p>Careers-Mrs Hilsley</p>	<p>Careers-Mrs Hilsley</p> <p>Mrs Clark (school nurse) sex and relationships Q+A session</p>	<p>Careers-Mrs Hilsley</p> <p>Mrs Clark (school nurse) sex and relationships Q+A session</p>
<u>External visits enrichment to support programme:</u>	<p>RESPECT ME-Emma Owens delivers an interactive session focusing on self-esteem.</p>	<p>RESPECT ME-Emma Owens delivers an interactive session focusing on Bullying</p>	<p>RESPECT ME-Emma Owens delivers an interactive session focusing on</p>	<p>RESPECT ME-Emma Owens delivers an interactive session focusing on</p>	<p>RESPECT ME-Emma Owens delivers an interactive session focusing on</p>	<p>RESPECT ME-Emma Owens delivers an interactive session focusing on</p>	<p>RESPECT ME-Emma Owens delivers an interactive session focusing on</p>
<u>FOCUS DAYS/THEMES IN LESSON</u>	<p>ICT safety</p> <p>First Aid</p> <p>Citizenship and Fundamental British values</p>	<p>ICT safety</p> <p>First Aid</p> <p>Citizenship and Fundamental British values</p>	<p>ICT safety</p> <p>First Aid</p> <p>Citizenship and Fundamental British values</p>	<p>ICT safety</p> <p>First Aid</p> <p>Citizenship and Fundamental British values</p>	<p>ICT safety</p> <p>First Aid</p> <p>Citizenship and Fundamental British values</p>	<p>ICT safety</p> <p>First Aid</p> <p>Citizenship and Fundamental British values</p>	<p>ICT safety</p> <p>First Aid</p> <p>Citizenship and Fundamental British values</p>

Appendix C

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

Topic	Pupils should know	AESG Coverage
Mental wellbeing	<ul style="list-style-type: none"> • H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. • H2 that 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. • H3 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. • H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • H9 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 well-being or ability to control their emotions (including issues arising online). • H10 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>All of these aspects are covered in lessons within the units</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference
Internet safety and harms	<ul style="list-style-type: none"> • H11 that for most people the internet is an integral part of life and has many benefits. • H12 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. • H13 how to consider the effect of their online actions on others and knowhow to recognise and 	<p>All of these aspects are covered in lessons within the units</p> <ul style="list-style-type: none"> • Relationships • Healthy Me

	<p>display respectful behaviour online and the importance of keeping personal information private.</p> <ul style="list-style-type: none"> • H14 why social media, some computer games and online gaming, for example, are age restricted. • H15 that 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. • H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • H17 where and how to report concerns and get support with issues online. 	
Physical health and fitness	<ul style="list-style-type: none"> • H18 the characteristics and mental and physical benefits of an active lifestyle. • H19 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. • H20 the risks associated with an inactive lifestyle (including obesity). • H21 how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>All of these aspects are covered in lessons within the units</p> <ul style="list-style-type: none"> • Healthy Me
Healthy eating	<ul style="list-style-type: none"> • H22 what constitutes a healthy diet (including understanding calories and other nutritional content). • H23 the principles of planning and preparing a range of healthy meals. • H24 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>All of these aspects are covered in lessons within the units</p> <ul style="list-style-type: none"> • Healthy Me
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	<p>All of these aspects are covered in lessons within the units</p> <ul style="list-style-type: none"> • Healthy Me
Health and prevention	<ul style="list-style-type: none"> • H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • H31 the facts and science relating to immunisation and vaccination 	<p>All of these aspects are covered in lessons within the units</p> <ul style="list-style-type: none"> • Healthy Me
Basic first aid	<ul style="list-style-type: none"> • H32 how to make a clear and efficient call to emergency services if necessary. 	<p>All of these aspects are covered in lessons within the units</p>

	<ul style="list-style-type: none"> • H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<ul style="list-style-type: none"> • Healthy Me
Changing adolescent body	<ul style="list-style-type: none"> • H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • H35 about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>All of these aspects are covered in lessons within the units</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me