PSHCE Policy

2020 – 2021

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INTRODUCTION

PSHCE stands for Personal, Social, Health and Citizenship Education. It is a subject in which students learn about themselves, other people, rights and responsibilities and relationships; the subject focuses on developing the knowledge, skills and attributes to keep children and young people healthy and safe and to prepare them for life away from the classroom and for further study and work. It has been part of the UK National Curriculum in some form since 2000 and was previously called PSHE.

We believe that promoting the health and well-being of our students is an important part of their overall education – at the Unicorn School we teach PSHCE every week as a discrete subject but the ethos of the subject is integrated into every subject that is taught across the curriculum; RSE, Careers, Health and Mental Health and Wellbeing is assimilated into the PSHCE programme. (see RSE, Careers, Mental Health and Wellbeing, Safeguarding, Positive Behaviour and Transgender Policies).

AIMS OF PSHCE AT THE UNICORN SCHOOL

The aim of the Unicorn School's PSHCE Programme is to:

- ❖ Enable students to develop holistically
- ❖ Support any transition to a new place of learning
- ❖ Guide the students from dependence to independence
- ❖ Equip the students to improve themselves and understand others
- ❖ Improve the students' health and wellbeing
- ❖ Help the students to understand how to build positive relationships
- ❖ Equip the students with the knowledge and skills to live in the wider world

This policy covers the Unicorn School's approach to Personal, Social, Health and Citizenship Education (PSHCE), which focuses on six key curriculum themes:

- ❖ Personal Wellbeing and Health
- ❖ Global issues
- ❖ Economic Wellbeing
- ❖ Community and Diversity
- ❖ Democracy and Justice
- ❖ Rights and Responsibilities

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The policy will be reviewed periodically every year, to ensure it remains true to the newly reviewed PSHCE programme and curriculum whilst adhering to current statutory and non-statutory DfE guidance

PSHCE AND OUR SCHOOL

During PSHCE we aim to deliver the following aspects:

- Preparation for further education courses and placements
- Thinking skills encouraged across the curriculum
- Personal safety
- Staying safe online
- Drug and alcohol awareness
- Age appropriate RSE (see RSE Policy)
- Friendships and relationships
- Stress management skills
- Building confidence and self-esteem
- Healthy eating
- Understanding body image
- Celebrating diversity
- Discrimination awareness
- Charitable awareness
- Careers guidance (see Careers Policy)
- The effects of radicalisation

INTENDED OUTCOMES OF OUR PSHCE PROGRAMME

We believe in the active engagement in learning, rather than passively receiving information, is most effective in teaching PSHCE. Students will be given the opportunities to clarify their values and beliefs and rehearse and develop enquiry and interpersonal skills.

Students will receive a comprehensive, balanced and relevant body of factual and emotional information to inform their present and future risk assessment, decision-making and management.

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DELIVERY A BALANCED PROGRAMME

Our PSHCE Programme is ultimately about enabling students to acquire learning that will allow them to make their own choices, help students explore a set of acceptable choices and finding a balance between the two; while promoting the values of the school, we will ensure that students are offered a balanced programme in the PSHCE lessons. It is essential that lessons are sensitive to a range of views but the school must ensure that students always have access to the learning they need to stay safe and healthy and protect and enforce their human rights.

Key Principles and Teaching Methodology

We will seek to provide a clear framework within which professional colleagues can work. The PSHCE programme will be taught through a range of teaching methods and will be taught in the following manner:

KS2, 3 and 4 Curriculum

Lessons are delivered through weekly, one-hour timetabled sessions in Key Stages 2, 3 and 4.

Our programme starts from 'where students are' and we recognise it is likely that students will bring some prior understanding to issues explored through the PSHCE programme. It is our intention to encourage young people into making healthy choices, and to explore the true consequences of the lifestyle decisions they may make in life. It is important that students are helped to make connections between the learning they receive in PSHCE and their current and future 'real life' experiences; the skill of critical reflection is therefore at the heart of our assessment for learning in PSHCE.

We will ensure that sessions, including those on risky behaviours, remain positive in tone by making clear the expectations of students and staff delivering the programme.

We will ensure cross-curricular learning by extending the PSHCE Programme through tutor groups, etc. and that it is embedded throughout the school curriculum, student development, induction process and extra curricula activities.

The Use of Visitors and External Agencies

We will sometimes use visitors and external agencies to bring a level expertise or

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personal story to enrich the students' learning; the teacher should always manage this learning, ensuring that learning objectives and outcomes have been agreed in advance, and any input from visitors should be part of a planned, developmental programme rather than a substitute for it.

Teachers should always be present to manage the learning; all visiting speakers are engaged in accordance with our risk assessment for visitors.

All visitors to the site are required to sign in at reception and, if they are not already known to the school, their identify will be verified.

Visiting speakers and groups are accompanied at all times and all staff are fully informed and engaged with respect to the risks of radicalisation and violent extremism, understanding the need to be vigilant.

Our programme will be led by the PSHCE co-ordinators, (Ann-Marie Martin and Lucie Allison) who remain responsible for this policy and the overall curriculum planning, monitoring and evaluation of the programme in KS2, 3 and 4.

Key Stage 2

Year 3 Programme:

AUTUMN

Being in My World

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

Celebrating Differences

Challenging assumptions, judging by appearance, accepting self and others, understanding influences, understanding bullying, problem-solving, identifying how special and unique everyone is, first impressions

SPRING

Dreams and Goals – Careers: Where do I see myself in the future?

Hopes and dreams, overcoming disappointment, creating new, realistic dreams, achieving goals, working in a group, celebrating contributions, resilience, positive attitudes

Healthy Me

Healthier friendships, group dynamics, smoking, alcohol, assertiveness, peer pressure, celebrating inner strength

SUMMER

Relationships

Jealousy, love and loss, memories of loved ones, getting on and falling out, girlfriends and boyfriends, showing appreciation to people and animals

Changing Me

Being unique, having a baby, girls and puberty, confidence in change, accepting change, preparing for transition, environmental change

Year 4 Programme:

AUTUMN

Being in My World

Planning the forthcoming year, being a citizen, rights and responsibilities, rewards and consequences, how behaviour affects groups, democracy, having a voice, participating

Celebrating Differences

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

SPRING

Dreams and Goals – Careers: Where do I see myself in the future?

Future dreams, the importance of money, jobs and careers, dream job and how to get there, goals in different cultures, supporting others (charity), motivation

Healthy Me

Smoking, including vaping, alcohol, alcohol and anti-social behaviour, emergency aid, body image, relationships with food, healthy choices, motivation and behaviour

SUMMER

Relationships

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

Changing Me

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,

Year 5 Programme:

AUTUMN

Being in My World

Facing new challenges, using the JIGSAW journal, rights and responsibilities, as a British citizen, behaviour choices, rewards and consequences, democracy, school community

Celebrating Differences

Different cultures, racism, rumours and name-calling, direct and indirect bullying, money, the developing world, celebrating difference across the world,

SPRING

Dreams and Goals – Careers: Where do I see myself in the future?

Achieving dreams, investigating jobs and careers, identifying the dream job, dreams and goals of people in other cultures, communicating and supporting each other, rallying support, sponsorship,

Healthy Me

Smoking – the risks, alcohol – the risks, anti-social behaviour, emergency aid, body image, the media and celebrity culture, relationships with food, healthy lifestyles, food choices,

SUMMER

Relationships – RSE

Characteristics, personal qualities, girlfriends and boyfriends, relationships and technology – staying safe,

Changing Me – RSE

Self and body image, puberty for girls, puberty for boys, conception, (understanding that intercourse can lead to conception), IVF, looking forward to becoming a teenager, transition to Year 6,

Year 6 Programme:

AUTUMN

Being in My World

Personal identity, what influences personal identity, identify personal strengths, how do others see me? group identity, my growing sense of personal identity and independence, online and global identity, expectations

Celebrating Differences

Assertiveness, prejudice and discrimination, my values and those of others, challenging stereotypes, discrimination in school, how prejudice and discrimination fuels bullying, being inclusive

SPRING

Dreams and Goals – Careers: Where do I see myself in the future?

What are my dreams and goals? steps to success, coping when things don't go to plan, rewarding my dreams, intrinsic and extrinsic motivation, keeping my dreams alive, how dreams and goals change in response to life

Healthy Me

Healthy choices about my emotional health, managing stress, managing my choices around substances, managing my nutritional choices, medicines and immunisation, healthy choices about physical activity and rest/sleep

SUMMER

Relationships

My changing web of friendships, support I need now and in the future, developing positive relationships, what external factors affect relationships, e.g. media influences? assertiveness in relationships, the changing role of families

Changing Me

My changing body and feelings, what is self-image? coping during times of change, my changing ways of thinking, managing my changes in mood, moving forwards into my next year of education

The KS2 Programme…..

Key Stage 3

Year 7 Programme:

AUTUMN

Being in My World

Self-identity, roles and responsibilities, personal strengths, independence, influences, peer pressure

Celebrating Differences

Protected characteristics: sex, sexual orientation, gender reassignment; challenging prejudice and discrimination, roles in society, stereotypes, bullying, assertiveness

SPRING

Dreams and Goals – Careers: Where do I see myself in the future?

Identifying dreams and goals**,** steps to achievement, managing set-backs, motivation and rewards, self-monitoring and self-evaluation

Healthy Me

Physical and emotional health, taking responsibility for health, substances and their effects,

nutrition, vaccinations, sleep hygiene,

SUMMER

Relationships – RSE

Components of positive relationships, social groups, values and qualities in relationships, media portrayal in relationships, assertiveness, family changes (includes: separation, divorce and bereavement)

Changing Me – RSE

Puberty and body development, self-image, changing circumstances, rights and responsibilities, brain development, mood changes, transition to Year 8

Year 8 Programme:

AUTUMN

Being Me in My World

Changing identity, cultural diversity, faiths and beliefs, understanding myself and others

Celebrating Difference

Protected characteristics: race and religion, social injustice and inequality, making a positive contribution to the community, social mobility, making a difference

SPRING

Dreams and Goals – Careers: Where do I see myself in the future?

Empowering students to plan and manage their own futures, understanding that students can use their skills in different settings, building up students' concept of different types of work, the realities of the labour market, the needs of each learner, equality of opportunity and challenge stereotypes, planning and reviewing goals and priorities, different types of businesses and organisations, budgeting, positive/negative role of money in society

SUMMER

Relationships/Changing Me - RSE

Staying healthy, safe and loving relationships, peer pressure and influence, HIV/AIDS – the facts; distinguishing between fact and myth, the risks of unprotected sex and pregnancy, parenthood and responsibilities, social media, relationship skills, components of positive relationships, personal space, media influence, managing change, coping with challenge, taking responsibility for change, transition to Year 9

Key Stage 4

Year 9 Programme:

AUTUMN

WORLD WAR TWO and THE HOLOCAUST

The significance of the Treaty of Versailles, exploring the main causes of the Second World War, the treatment of the Jews from 1933 until 1945, responsibility for the Holocaust, what are the different ways in which the Holocaust can be remembered? What was it like living in Nazi Germany? Hitler's rise to power and the changes he made to Germany.

Being Me in My World

Personal identity and intimate relationships, peer approval, social media, self-identity, protecting misconceptions

Supporting and promoting health during the transition from Key Stage 3 into Key Stage 4

Celebrating Difference

Sexism and homophobia, perception of others, positive and negative language, banter and verbal bullying, types of bullying, recognising prejudice,

SPRING

Dreams and Goals – Careers: Where do I see myself in the future?

Reflecting on personal strengths and interests, identifying strengths, SMART planning, managing criticism and feedback, legislation and young people at work, better communities and societies, tools for developing new skills, positive lifestyle choices, sleep hygiene

Healthy Me

The media and teenagers, dental health, alcohol and decision making, drugs and decision making, emergency first aid, substances and mental health

SUMMER

Relationships/Changing Me

Relationships and being responsible towards others, safe sex, contraception, self-esteem, relationships, power and relationships, assertiveness and saying no, consent, choices and consequences, unprotected sex and STIs, online and offline relationships, sexting, changing perceptions and opinions, mental health and the brain, skills for change, self-reflection and evaluation, transition to Year 10

Year 10 Programme:

AUTUMN

Being in My World

Society, freedom and safety, environment and finite resources (carbon footprint), cultural norms and prejudice, political influences on society

Celebrating Difference

Protected characteristics: age, why difference and diversity occurs, recognizing equality, Intolerance and extremism, balance of power, decisions and life chances

E-Safety

Inappropriate or illegal material, digital footprints, appropriate use of mobile phones

potentially harmful online sites, grooming, racism, sexting, cyber-bullying

SPRING

Dreams and Goals – Careers: Where do I see myself in the future?

Empowering students to plan and manage their own futures, identifying skills and qualifications needed to pursue preferred KS4 pathways, developing skills needed to recognise impartial careers information when investigating options in learning and work.

What am I like? - Visual, Auditory or Kinaesthetic?

Learning Styles – completing a series of assessments to determine learning styles, using the 'Learning Styles Grid' to determine personal learning style, students to work through the 'Multiple Intelligences Assessment', looking at post-16 options, looking at different types of employment.

Overcoming challenges and identifying alternatives (adaptable/flexible), Impact and consequences of misusing social media, confidentiality, life/work balance and lifestyle choices, consumer rights

HEALTHY ME

Mental illness and treatments, health protection, brain development, addiction/substance and alcohol use, cancer prevention, behaviour change

SUMMER

Relationships/Changing Me - RSE

Healthier relationships, relationship breakdown, brain function and extreme emotions, friendships and peer support, challenging relationships

Sexual Health, cont.

Building healthy relationships, contraception

Changing Me

Achievement and future plans, positive changes and positive emotion, altruism, emotional complexity in change, models of behaviour change, transition to next year

E-Safety

Fraping, privacy and copyright

Year 11 Programme:

AUTUMN

Being in My World – Mental Health and Emotional Wellbeing

Constructive criticism, tools for success, education and training opportunities, success planning, resilience and re-framing failure, un-healthy coping strategies - self-harm and

eating disorders, understanding and managing anxiety and depression, heathy coping strategies and mindfulness

Dreams and Goals – Careers: Where do I see myself in the future?

Goals and aspirations, changing goals, contingency planning, choices and responsibilities , who does what job? male and female divides, the big pay debate, who earns what? interview skills, job applications, employability skills, reflection and feedback on careers module

E-Safety

Inappropriate or illegal material, digital footprints, appropriate use of mobile phones, **age restrictions and age of consent**, potentially harmful online sites, **privacy and copyright**, grooming, sexting, cyber-bullying, **fraping**

SPRING

Relationships/Changing Me - RSE

Sexuality, conflicts in relationships, media influence, individuality in relationships, stages of relationships, Healthy attitudes on sexual relationships and sexuality, sexual relationship checklist

E-Safety

Inappropriate or illegal material, digital footprints, appropriate use of mobile phones, **age restrictions and age of consent**, potentially harmful online sites, grooming, racism in the media, sexting, cyber-bullying, **fraping**, **privacy and copyright**

SUMMER

Revision and tutoring for GCSEs

The KS3 and 4 Programme aims to equip students to understand and learn to manage the risks they face; now more involved in the adult world and its paradoxes, students will improve their chances of making appropriate and informed choices. PSHCE develops practical skills offering a chance for students to understand the cultural and political influences on them; respect and tolerance for others is encouraged as students begin to understand different lifestyles and opportunities facing them.

We believe it is important that students feel able to ask any questions that they wish and that their questions are valued; if necessary, teachers will consult with the school's PSHCE lead or Senior Management Team if there are not confident in answering certain questions. We will also provide opportunities for students to have an anonymous

question box for individuals who are not comfortable raising questions in an open setting, e.g. sessions about bullying and sex education.

Inclusion and Differentiated Learning

We will ensure that all students have equal access to our PSHCE Programme. We recognise and respect students' different abilities, levels of maturity and personal circumstances; for example sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be 'emerging') or the sexual orientation, gender identity, faith or culture of their family, friends and wider community. Careful consideration will be given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teaching assistants will work with individual students where required, sometimes on a one-to-one basis.

Exclusion

It is not the school's policy to withdraw students with special educational needs from PSHCE to catch up on other national curriculum subjects; these aspects of personal and social development are as important as academic achievement.

Creating a Safe and Supportive Learning Environment

We recognise that our PSHCE programme works within students' real-life experiences and therefore require a safe and supportive learning environment; we will create this by establishing clear ground rules. We will ensure that if students indicate that they may be vulnerable and at risk, they will get appropriate support from Senior Staff, Safeguarding Lead, Mental Health Team and SENCo, who will work within the school's safeguarding policy to ensure clarity about what is required in such circumstances.

Confidentiality

Due to the nature of PSHCE, students' learning may result in them seeking advice or support on a specific personal issue.

No teacher can offer complete confidentiality and it is important for everyone's safety that teachers and students are clear about what can and cannot be kept confidential. It is also very important for external contributors to be clear about these rules and that

whilst working in the classroom, they are bound by the school's confidentiality policy, not their own.

Keeping Parents and Carers Informed

As the PSHCE Curriculum develops we want to ensure that parents, carers and wider community are always kept informed. This policy will be available and accessible through our school website and by dissemination of letters/newsletters home.

We understand that the most powerful PSHCE is the collaboration between school and home; we are committed to working with parents and carers and will offer support (where practically possible) by:

- Offering material for parents or carers to explore with their children.
- Offering parents' and carers' Curriculum Evenings or workshops for interested parents and carers to find out more about PSHCE.
- Communicating to parents about their right to withdraw their children from specific sessions by writing to them in advance.

Linking PSHCE to other policies and curriculum subjects

We acknowledge that PSHCE is something that should run throughout the school and that learning in other relevant subjects should complement the PSHCE programme.

Furthermore, this policy complements the following:

- Safeguarding and Child Protection
- Drug Education and the Management of any possible Drug-related Incidents
- Healthy Eating
- Mental Health and Well-being
- Anti-bullying
- Equal Opportunities
- Health and Safety
- Relationships and Sex Education
- Prevent and Radicalisation
- Fundamental British Values
- Teaching of Career Opportunities

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EQUALITY AND DIVERSITY

We will actively promote the needs and interests of all students, irrespective of gender, culture, ability or aptitude by ensuring our PSHCE provision is accessible to every student, although parents still have a right to withdraw their children from non-statutory elements of sex and relationships education.

Teaching will take into account the ability, age, readiness and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHCE provision.

We will promote social learning and expect our students to show a high regard for the needs of others by reinforcing the school rules and embedding clear ground rules throughout lesson planning. We will use PSHCE as a vehicle to address diversity issues and to ensure equality for all by celebrating achievement and encouraging access and participations of all students. We will always respect how students choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender identity may be 'emerging'.

We recognise that in the teaching of promoting equality and diversity, PSHCE is crucial and we will strive to help students realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help; all relevant information and ways to tackle discrimination will be made clear to the teaching staff and student body.

We will ensure equality by:

- Being sensitive to the different needs of individual students and recognising that this may need to adapt over time as the student population changes
- Assessing the needs of different students by working closely with tutor group leads
- Reviewing this policy every year or in light of statutory or legislative change

FUNDEMENTAL BRITISH VALUES

The DfE have recently reinforced the need "to create and enforce a clear and rigorous

expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

At the Unicorn School we believe our **code of conduct and mission statement,** as well as our curriculum, enrichment programmes, PSHCE programme and extra-curricular activities promote the Fundamental British Values of Democracy, the Rule of Law, Individual Liberty, and Mutual Respect and Tolerance of those with different faiths and beliefs. Actively promoting these values means challenging opinions or behaviours in school that are contrary to Fundamental British Values through the provision of SMSC and PSHCE.

Individual Liberty

Students are encouraged to be independent learners, constantly making choices, within a safe and supportive environment; developing their self-esteem, self-knowledge and self-confidence is very important. Students are encouraged to understand their personal freedoms and are taught how to use these rights to best effect.

The students are taught consideration for others through our PSHCE and Religious Education curriculum; E-Safety lessons enable the students to make choices in a safe manner.

Rule of Law

All staff members have high expectations of the students in our school; the importance of laws and rules are consistently reinforced in the classroom, as well as through school assemblies. Students are taught to understand the need for laws, that they are there for individual protection, the responsibilities that this involves, and the consequences when laws and rules are broken.

Students follow a positive behaviour policy and clearly understand the rewards and sanctions that are used; assemblies and discussions in class focus on recognising right from wrong and visits from the Police help to reinforce these messages.

Many moral issues are discussed through PSHCE and RE lessons, as well as during form time and in lessons and this enables students to better develop their understanding of the rules of the law.

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On a broader scale, students are able to distinguish right from wrong, and to respect the civil and criminal law of England recognising that this protects individual citizens and is essential for their wellbeing and safety

Democracy

The notion of Democracy is actively encouraged within our school; student voice, as well as parent/carer voice, plays a central part in developing our school. Students have the opportunity to have their voices heard through our Student Ambassadors and student questionnaires and evaluation forms. The school is clear in demonstrating how students should contribute, co-operate and consider the views and needs of others; the topics discussed in school council meetings are then fed back to tutor groups via the form reps.

On a larger scale, students are encouraged to have a respect for democracy and support participation in the democratic processes, including respect for the basis on which the law is made and applied in England, in contrast to other forms of government in other countries.

Opportunities such as local and general elections are used to hold mock elections in school, promoting Fundamental British Values, and these, with debating during class sessions provide opportunities to learn how to argue and defend points of view in a supported environment.

Mutual Respect and Tolerance

At the Unicorn School our values of respect and tolerance permeate all areas of school life; this engenders a climate within which students feel safe and secure and facilitates the fulfilment of potential. All staff demonstrate respect to everyone with whom they come into contact; they consistently model and promote the behaviours and attitudes that are the foundation of positive relationships.

The strong school ethos encourages everyone to consider and support each other and to celebrate the worth and individuality of every member of the school community. Discussions in class and during whole school assemblies allow the students to show respect and reverence to all other individuals, understanding the importance of identifying and combatting discrimination. Assemblies, PSHCE days and class work promote the diversity of society and the right for each person to be respected and

valued equally regardless of ability, gender, faith, heritage or race. This is embedded in the many curriculum areas which are studied throughout the year; we also often use opportunities, celebrations, festivals and events to study other cultures.

Please see:

Safeguarding Policy

RSE Policy

Positive Behaviour Policy

Mental Health and Wellbeing Policy

Transgender Policy

Careers Policy

APPENDICES

Appendix A – Mental Wellbeing

By the end of Primary School:

Mental wellbeing	Pupils should know: ▪ that mental wellbeing is a normal part of daily life, in the same way as physical health. ▪ 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. ▪ 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. ▪ that 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.
Internet safety and harms	Pupils should know: ▪ that 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. ▪ 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. ▪ 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.
Physical health and fitness	Pupils should know: ▪ 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.
Healthy eating	Pupils should know: ▪ 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).
Drugs, alcohol and tobacco	Pupils should know: ▪ the facts about legal and illegal harmful substances and associated

	risks, including smoking, alcohol use and drug-taking.
Health and prevention	Pupils should know: ▪ 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.
Basic first aid	Pupils should know: ▪ 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.
Changing adolescent body	Pupils should know: ▪ 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.

Appendix B – Mental Wellbeing

By the end of Secondary School:

Mental wellbeing	Pupils should know: ▪ how to talk about their emotions accurately and sensitively, using appropriate vocabulary. ▪ that happiness is linked to being connected to others. ▪ how to recognise the early signs of mental wellbeing concerns. ▪ common types of mental ill health (e.g. anxiety and depression). ▪ how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. ▪ the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety and harms	Pupils should know: ▪ the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. ▪ how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Physical health and fitness	▪ Pupils should know: ▪ the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. ▪ the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. ▪ about the science relating to blood, organ and stem cell donation.

Healthy eating	Pupils should know: ▪ how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	Pupils should know: ▪ the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. ▪ the law relating to the supply and possession of illegal substances. ▪ the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. ▪ the physical and psychological consequences of addiction, including alcohol dependency. ▪ awareness of the dangers of drugs which are prescribed but still present serious health risks. ▪ the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and prevention	Pupils should know: ▪ about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. ▪ about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. ▪ (late secondary) the benefits of regular self-examination and screening. ▪ the facts and science relating to immunisation and vaccination. ▪ the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	Pupils should know: ▪ basic treatment for common injuries. ▪ life-saving skills, including how to administer CPR.15 ▪ the purpose of defibrillators and when one might be needed.

PSHCE Policy Author: Vita Parvin

Reviewed September 2020 Ann-Marie Martin

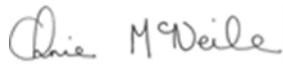|	
Changing adolescent body	Pupils should know: ▪ key facts about puberty, the changing adolescent body and menstrual wellbeing. ▪ the main changes which take place in males and females, and the implications for emotional and physical health.

Signed:

Name: Annie McNeile

Position: Governor with responsibility for safeguarding

November 2020

Policy written by: Vita Parvin

Reviewed: September 2020 Ann-Marie Martin

Next review date: September 2021

PSHCE Policy Author: Vita Parvin

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