



**Hesketh House PSHEE**

**SUBJECT POLICY  
&  
SCHEME OF WORK**

Reviewed July 2018  
J Marsden

## Introduction

At Hesketh House, Personal, Social, Health and Economic Education (PSHEE), with Citizenship is concerned with providing our girls with the knowledge, skills and understanding to play an effective role in society at local, national and international levels. It helps them become informed, thoughtful and responsible individuals who are aware of their duties and rights. It also promotes their spiritual, personal, moral, social and cultural development, which enables them to play an active and healthy part in the life of our School, their community and the world. This policy outlines the purpose, nature and management of PSHEE and SMSC in our school. The implementation of this policy is the responsibility of the whole school staff.

- **Personal** is seen as developing confidence and responsibility and making the most of their abilities.
- **Social** is seen as developing good relationships and respecting the differences between people.
- **Health** is seen as the knowledge and understanding required to develop a safe and healthy lifestyle.
- **Economic** is about promoting an understanding of basic economic principles eg supply and demand and making informed choices regarding their personal finances
- **Citizenship** is seen as preparation to play an active role as citizens within the school, local, national and international communities.
- **Spiritual** is about exploring beliefs and experiences, respecting faiths, feelings and values and enjoying learning about themselves and the surrounding world.
- **Moral** is about the ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives.
- **Social** is to encourage the use of a range of social skills in different contexts and to contribute positively to life in modern Britain.
- **Cultural** is about using imagination and creativity to learn about others and the surrounding world; to reflect.

## Policy Contents

1. Aims and Objectives
2. The Philosophy and Ethos
3. Curriculum and Delivery
4. Equal opportunities /Inclusion
5. Assessment and Record Keeping
6. Health and Safety
7. Resources
8. Planning
9. Links with the community
10. Related Policies

## **Aims and Objectives**

At Hesketh House, we seek to provide an environment of mutual respect in which all girls are accepted and valued. We actively prepare our girls for the next stage of their education, with confidence in their abilities to make a positive contribution to the world. (Mission statement)

Our school sees PSHEE as a pivotal part of teaching and learning in the classroom. Our school aims to:

- Develop the skills in each child needed to cope through childhood and adulthood.
- Encourage the girls to make informed decisions and choices.
- Develop in every child a sense of self-worth, self-esteem, confidence, independence and responsibility.
- Teach the knowledge and develop the understanding that will make it possible for our children to plan lifestyles that will keep themselves and others safe and healthy.
- Develop effective relationships in children's lives by helping them cope with their own feelings and understand those of others.
- Develop the girls respect for all people and the differences between them.
- Provide a safe, secure and supportive environment in which everyone feels valued.
- Develop a school community in which everyone is keen to take part and feel that their contribution is valued.
- Encourage children to be emotionally literate, develop effective communication skills and be active, responsible citizens.
- Develop children's self-awareness and social skills.

## **The Philosophy and Ethos**

Our school ethos is one where everyone is valued and encouraged, where positive relationships are seen as important, and where the environment is safe, secure and conducive to learning.

We have developed a whole school approach to PSHEE and SEAL which involves all members of school community. The way the curriculum is managed, its organisation and the various teaching styles used, are central to the ethos and philosophy of Hesketh House. Through the communication of our aims, we have formed closer links with parents and families. Our objectives have been woven throughout our curriculum, with structured focus on key skills. Through our learning challenges PHSEE is encompassed within the teaching of all subjects, it is an integral part of the whole curriculum.

Through our general routines within Hesketh House and the way in which individuals relate to each other, girls are encouraged to form their own attitude and values. By building positive relationships between children and staff, all members of our school family are valued as individuals. They learn to see the need for good manners, self-discipline and appropriate behaviour in whatever situation they find themselves in.

Hesketh House encourages all girls to celebrate one another's attainments through our weekly achievement assembly. Individual targets are set throughout the year, in order for teachers, parents and girls to reflect regularly on the positive aspects of their development.

All staff encourage positive approaches to behaviour and our discipline policy reflects this, setting clear guidelines for parents and girls.

## **Curriculum and Delivery**

The PSHEE Coordinator has the responsibility for promoting and developing PSHEE across the School within the School's Development Plan, monitoring the effectiveness of teaching and learning and the use of resources. Hesketh House follows The National Curriculum Framework for PHSEE and Citizenship, with specific guidance from Lancashire County Council. Teaching styles and planning provide suitable Learning Challenges, a response to diverse needs, a range of different activities and an attempt to overcome potential barriers to learning. A range of teaching strategies are employed to provide the breadth of effective learning opportunities in the curriculum for all girls. These include:

- Weekly timetabled PHSEE lessons
- Half termly assemblies led by the PHSEE co-ordinator
- Assemblies; Teacher led, those prepared by classes and outside speakers
- House Afternoons
- Educational and residential visits
- School Council
- Charity Club
- Young Leaders
- Fund raising events and charity days
- Circle time
- Participation in clubs
- Discussion and debate
- Individual, paired and group tasks
- Role play and drama
- Problem solving and real-life experiences

Whole school approach to PSHEE

	Autumn 1 Being Me in My World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Ready, Steady, Go!
Year 3	<p>Creating a happy and collaborative learning environment</p> <p>Establishing new rules</p> <p>Decision Making</p>	<p>Respecting others</p> <p>Diversity and differing family arrangements</p> <p>Anti-Bullying</p>	<p>Working collaboratively to achieve goals</p> <p>Target setting</p> <p>Economic well-being</p>	<p>Healthy eating and lifestyles</p> <p>Stress anger and relaxation</p> <p>Keeping Safe</p> <p>Accidents and safety</p>	<p>Consideration and co-operation</p> <p>Family, friends and relationships</p> <p>Hygiene</p>	<p>How a baby develops</p> <p>Feeling good about our bodies</p> <p>Moving on</p>
Year 4	<p>Listening with compassion, empathy and tolerance</p> <p>Human rights and responsibilities</p> <p>The democratic process and voting within the wider community</p>	<p>Bullies and victims</p> <p>Being different</p> <p>Diversity within our school and the local community</p>	<p>Jobs, employment and earning money</p> <p>Short term and long term goals</p>	<p>Drugs, alcohol and tobacco</p> <p>Peer pressure and influences</p> <p>Managing difficult feelings</p> <p>Making mistakes and making amends</p>	<p>Gender differences and stereotyping</p> <p>Diversity</p> <p>Values and customs within families</p>	<p>Changes and feelings within our bodies</p> <p>Hygiene</p> <p>Changing emotions and the need for privacy</p>
Year 5	<p>Personality traits and preferences</p> <p>Skills, teamwork and good manners</p> <p>Diversity within society</p>	<p>Managing friendship problems</p> <p>Different types of relationships and how the law affects this</p>	<p>Values that influence spending money</p> <p>Career choices</p> <p>The power of the media</p> <p>Budgeting</p>	<p>Responsibility for health and well-being</p> <p>Diet and exercise</p> <p>Lifestyle and citizenship</p>	<p>Peer influence and the role of the media</p> <p>Trust and empathy</p> <p>Internet risks and dangers</p>	<p>Self confidence</p> <p>Puberty</p> <p>Changing emotions and hormones</p> <p>Preparing for change</p>

	Global awareness and the use of scarce materials	Personal safety		Conflict and anti-social behavior	Bullying	
Year 6	School expectations and values Making decisions within school Moral dilemmas Links with local community	The media and advertising Debating Respecting viewpoints Physical contact and resistance	Career aspirations and ambitions Economic well-being Gambling Links with local business and enterprise	Drugs and the law Dealing with feelings and resilience Emotional development and achievements Teenage years, satisfaction and contentment	Qualities of a friend Physical and emotional worries Love and trust Safety issues	Reproduction Actions and consequences Responsibilities Maintaining friendships and confidence when meet new people

### Equal opportunities /Inclusion

The PSHEE curriculum of the school will be planned, organised and taught in ways that are compatible with the school's Equal Opportunities Policy. All areas of PSHEE aim to promote equal opportunities in accordance with the school 'Inclusion Policy', which recognises that each pupil should have access to the curriculum regardless of gender, race, disability or learning ability (including SEN and G&T). The Subject Leader and class teachers will ensure that the subject makes a significant contribution to this policy and promotes social inclusion. Particular care will be taken to ensure that pupils develop an awareness of:

- The causes and consequences of prejudice, discrimination and inequality together with an appreciation of the treatment of disadvantaged groups
- The need to challenge racist and sexist stereotypes, images and language
- The importance of looking at historical situations and events from a variety of cultural, social, economic and political perspectives
- The value of studying a range of societies in different parts of the world and exploring the encounters between different cultures and cultural groups

## **Assessment and Record Keeping**

There will be no formal, written assessment but all class teachers will actively involve girls as partners in the assessment process, through ongoing discussion. Assessment will be a planned part of the teaching and learning and will help to set clear expectations for standards and achievement. It will ensure progression in teaching and learning, and motivate girls to become involved in their learning and be clear about their strengths and weaknesses. A weekly tracking meeting monitors the well-being of each pupil.

The PSHEE subject leader will:

- Carry out classroom observations wherever possible
- Identify teaching resources required to deliver the requirements of this policy
- Identify training as required, for all staff
- Make informal judgements through observations in lessons, assemblies and House meetings
- Keep a portfolio illustrating the work carried out in each year group
- Take responsibility for the central PSHEE displays
- Play an active role within the school council and Charity
- Liaise with the Head teacher and Deputy Head teacher to ensure that each topic is fed through weekly assemblies
- Liaise with the music, language and Physical Education Coordinators

Each girl, as they embark on their 'journey' through Hesketh House will begin their PSHEE file. This can consist of their work, achievements, class assemblies, Habits of Mind, House meetings and photographs. The file will 'move' with each girl as they progress through the junior school.

A weekly tracking meeting involving all staff will be held to highlight any concerns/issues with individual girls.

PSHEE will be reported on at consultation evenings and within the end of year written reports to parents.

## **Health and Safety**

All staff should make themselves conversant with the schools Health and Safety Policy and must be vigilant at all times. Teachers must complete the appropriate Risk Assessment documentation prior to undertaking activities outside the classroom.

## **Resources**

SEAL resources are within each relevant year group with a master copy stored in the coordinators stockroom. Each year group will be allocated resources according to their requirements.

## **Planning**

PSHEE is planned in a variety of ways; it has a whole school approach through Assemblies and House meetings and it stands alone as a subject taught in each classroom. Similarly, through planned Learning Challenges, our cross curricular themes form an integral part of the social and personal development of each child. A copy of PHSEE whole school planning is attached as an Appendix 1.

In planning the curriculum, teachers at Hesketh House will provide:

- A clear, consistent framework of values in which to work
- Supportive relationships within their classrooms
- A classroom climate which encourages girls to explore
- Opportunities for development outside the classroom through extra-curricular activities and educational visits

## **Links with the Community**

Hesketh House welcomes opportunities for parents and other outside agencies to contribute to the personal and social development of the girls through their active involvement in the life and philosophy of the school. The following links have been made with the community in conjunction with our PHSEE topics:

- The School Nurse
- The School catering manager
- Dentist
- Old Girls
- Club Facilitators
- Charities
- Outside Speakers
- Magistrates
- Urban Outreach
- Local Churches
- Local Primary Schools
- The Fire Service



## **Related Policies**

The following policies should be read alongside this document and will provide more specific guidance in certain areas:

- Foundation Safeguarding and Child Protection Policies and Procedures
- Foundation Health and Safety Policy
- Anti-Bullying Strategy
- Behaviour Management Policy
- SEND
- Gifted and Talented

Name: Mrs J Marsden

Signed:

Date Reviewed: July 2018

Next Review: July 2019

## **Appendix 1 – Whole School Planning**

### **Year 3**

#### Autumn Term 1 - Being Me in my World

This unit focuses on creating a happy and collaborative learning environment. New rules are established and build on the principles introduced in Key Stage one.

- \* To understand and recognise their own and other peoples likes, dislikes and individual traits and preferences
- \* To demonstrate active listening skills
- \* To demonstrate compassion, empathy and tolerance
- \* Demonstrate that they can work in a pair and a small group
- \* Understand why rules are made, the consequences of breaking them and explore expectations
- \* Understand how to be polite, respectful and considerate
- \* Use different ways to express and communicate their views
- \* Contribute to decision making

#### Autumn Term 2 - Celebrating Difference

This unit begins with a focus on enabling the girls to become better communicators.

- \* Understand and accept a wide range of different family arrangements
- \* Know and understand the many relationships in which they are involved
- \* Be aware of different types of bullying
- \* Respect other people's views and beliefs
- \* Consider the need for trust and love in established relationships

#### Spring Term 1 - Dreams and Goals

Focusing on global citizenship, this unit explores the girls learning styles, and their ability to work collaboratively in order to achieve goals.

- \* Begin to understand economic wellbeing
- \* Use research skills to find the cost of a child and understand the need for budgeting in households
- \* Understand that money is used in exchange of goods and this affects prices
- \* Understand different ways that payments can be made
- \* Understand that people have a budget and have to live within their means

#### Spring 2 - Healthy Me

This unit explores management of some uncomfortable feelings. Girls will also learn how to plan healthy meals as well as considering the effects and benefits of exercise.

- \* Know what their bodies need to stay healthy including activity, rest and relaxation
- \* Understand that there are many influences and dilemmas that affect a healthy lifestyle
- \* To make wise decisions and choices in order to maintain good health
- \* To accept responsibility and know that maintaining a healthy lifestyle is part of being a good citizen
- \* To have an awareness of the roles people play to help us to stay healthy
- \* To understand the concept of trust and feeling safe
- \* Know which adults they can trust and who can help them
- \* Be able to describe and express their feelings and empathise with the feelings of others
- \* Understand that a safe environment is required if we are to share feelings
- \* Recognise, name and describe feelings of themselves and others

- \* develop strategies for managing and dealing with stress, anger and relaxation
- \* Express feelings of compassion and sympathy, having a positive regard for themselves and others
- \* Understand why we have rules and recognise risky behaviour and decisions about safety
- \* Understand what an accident is and know how to give and get help in varying situations
- \* Understand that ourselves and our belongings need to be kept safe from crime
- \* Know the role played by the police in protecting us from crime

### Summer 1 -Relationships!

This unit focuses on relationships with friends and family. It further develops learning about sensitive issues such as personal hygiene.

- \* Demonstrate that they can co-operate and listen to others and work as a team
- \* Show kindness and consideration to others
- \* Recognise the qualities and attributes that contribute to making good relationships
- \* Understand the need for good hygiene

### Summer 2 - Ready, Steady Go!

- \* Understand how a baby develops and is born
- \* Explore the role and support that a mother is given during birth by a midwife and a babies father
- \* Recognise the love shown for a baby by both mother and father
- \* Feel good about their bodies

## **Year 4**

### Autumn Term 1 - Being Me in my World

- \* To understand and recognising their own and other peoples likes, dislikes and individual traits and preferences
- \* To demonstrate active listening skills
- \* To demonstrate compassion, empathy and tolerance
- \* Demonstrate that they can work in a pair and a small group
- \* Understand human rights and with rights come responsibilities
- \* Understand the democratic process and voting
- \* Begin to show an interest in the wider community and recognise where improvement can be made

### Autumn Term 2 - Celebrating Difference

- \* Consider the feelings of both a bully and a victim
- \* Know why being different can provoke bullying and know why this behaviour is unacceptable
- \* Understand and accept a wide range of different family arrangements
- \* Consider the diversity of lifestyles
- \* Consider the diversity of values and customs in the school and in the community

### Spring Term 1 - Dreams and Goals

- \* Understand the range of jobs that people do to earn money
- \* Understand that spare money can work for us

### Spring 2 - Healthy Me

- \* Begin to understand that there are a variety of drugs/substances that are used in everyday life
- \* Develop an awareness of medicinal prescription, recreational legal and illegal drugs
- \* Understand how the body reacts to drugs and alcohol
- \* Begin to understand the problems and risks associated with drug use
- \* Have an awareness on the law in relation to drugs, alcohol and tobacco
- \* Be aware of those people who they can trust and develop strategies for dealing with peer pressure and influences
- \* Develop strategies for managing feelings positively
- \* Understand what it must be like to be bullied and where to get help
- \* Understand the importance of friendship and kind behaviour
- \* Develop self-esteem and confidence
- \* Gain an understanding of loss and bereavement and how to react if someone is coping with difficult feelings
- \* Recognise their worth as individuals and identify positive things about their achievements
- \* Recognise mistakes and how to make amends
- \* Explain when something has gone wrong and why

### Summer 1 -Relationships!

- \* Discuss gender differences and recognise and challenge stereotyping
- \* Understand the many relationships in which they are involved
- \* Accept the wide range of family arrangements and consider diversity of values and customs in families

### Summer 2 - Ready, Steady Go!

- \* Understand that their bodies will change physically and discuss how they will cope
- \* Use language to describe changes and feelings
- \* Discuss why being different can provoke teasing and know why this is unacceptable
- \* Discuss appropriate hygiene products and demonstrate their use
- \* Recognise their changing emotions
- \* To express feelings positively and add to their feelings vocabulary
- \* Understand that privacy is a natural requirement

## **Year 5**

### Autumn Term 1 - Being Me in my World

- \* Recognise their own and other peoples personality traits, individual preferences and characteristics
- \* Demonstrate speaking and listening skills
- \* Recognise the importance of skills and how different people bring different skills to tasks
- \* Develop their understanding of good manners and politeness
- \* Have an understanding of difference in society
- \* Understand that people have different strengths, abilities, lifestyles, faiths, cultures, ethnicity and sexuality
- \* Make personal choices about the use of scarce resources
- \* Develop a global awareness about environmental issues

### Autumn Term 2 - Celebrating difference

- \* Recognise different types of relationships
- \* Express opinions on relationships and consider the need for love and trust
- \* Understand how to resolve relationship problems by listening and supporting friends
- \* Manage friendship problems and understand that their actions have consequences
- \* Accept a wide range of different family arrangements
- \* Explore difference and diversity and understand how changes in the law affect family life
- \* Think about changing partners, step parents, same sex parents etc
- \* Recognise their own dignity and identify positive things about themselves
- \* Understand personal safety issues

### Spring Term 1 - Dreams and Goals

- \* Consider the values that influence how people spend money
- \* Understand that spending decisions affect the environment and people in other parts of the world
- \* Explore peoples work and career choices
- \* Begin to acknowledge the law in relation to work
- \* Begin to understand how banks work and begin to appreciate that there are different ways of saving money
- \* Be aware of the power of the media on pressures to buy
- \* Compare prices, assess best value and explore a range of shopping services
- \* Plan and cost a holiday

### Spring Term 2 - Healthy Me

- \* Understand that they can begin to make choices about healthy lifestyles in terms of diet and exercise and that they have a responsibility for their own health and well being
- \* Recognise that different people and cultures have different lifestyles
- \* Be aware of influences and dilemmas that affect a healthy lifestyle
- \* Develop strategies that discriminate between the various influences
- \* Understand the need for activity, rest and relaxation
- \* Widen their understanding of people who work to keep them safe and healthy
- \* Appreciate that maintaining a healthy lifestyle is part of being a good citizen
- \* Appreciate changing feelings and emotions and discuss using appropriate language
- \* Learn to resolve differences by looking for alternatives
- \* Realise the consequences of aggressive and anti-social behaviour
- \* Understand that similarities and differences between people arise from factors including race, religion, diversity, sexuality, gender, ethnic origin and culture
- \* Recognise and challenge stereotypes
- \* Manage responses to conflict including bullying, being assertive and getting help

### Summer 1 -Relationships

- \* Appreciate similarities and differences between a common interest group and a friendship group
- \* Recognise peer influence and the role that the media plays
- \* Understand more fully the concept of trust and empathise with the feelings of others
- \* Recognise unwanted influence and pressure from peers and understand where to get help
- \* Identify possible dangers and risks on the internet and understand the term grooming
- \* Know about bullying, its effects, why it happens and how to deal with it
- \* Continue to manage feelings positively and know where to get help if they are being bullied

### Summer 2 - Ready, Steady Go!

- \* Show self confidence in a wide range of situations
- \* Recognise their own self-worth and identify positive things about themselves and others
- \* Identify changes at puberty and use the correct terminology
- \* Discuss ways of coping and understand why these changes occur
- \* Understand similarities and differences between changes for boys and girls
- \* Recognise their changing emotions and the role of hormones in mood swings
- \* Recognise that others have the same/different feelings and it is all part of growing up
- \* Consider how they feel about their growing, developing body

## **Year 6**

### Autumn Term 1 - Being Me in my World

- \* Recognise their own and other peoples personality traits, individual preferences and characteristics
- \* Demonstrate speaking and listening skills
- \* Recognise the importance of skills and how different people bring different skills to tasks
- \* Consider moral dilemmas and the values by which they live
- \* Explore school values and gain a greater understanding of the workings of the school
- \* Feel a greater involvement in the decision making process of the school
- \* Make links with other schools and understand local community issues

### Autumn Term 2 - Celebrating Difference

- \* Recognise when choices are affected by the media and how advertising influences supply and demand
- \* Discuss peer influence and debate moral issues
- \* Think about and discuss suitability of late night TV, internet sites and magazines
- \* Understand that families and friends have arguments, but viewpoints must be respected
- \* Recognise their changing emotions, learn how to express feelings positively
- \* Recognise the pressure of unwanted physical contact and discuss skills of resistance
- \* Identify adults they can trust when things go wrong

### Spring Term 1 - Dreams and Goals

- \* Think realistically about career aspirations and ambitions
- \* Talk about their goals, hopes and ambitions and link these realistically in order to achieve economic well-being in the future
- \* Understand the importance of a mobile phone but consider the cost implications
- \* Make links with businesses and plan activities to raise money
- \* Understand different aspects to gambling
- \* Be aware of how community facilities are financed and understand who contributes to this

### Spring Term 2 - Healthy Me

- \* Identify drugs as being medicinal, prescription, recreational, legal and illegal
- \* Understand the law in relation to drugs, alcohol and tobacco
- \* Understand the risks and effects of drugs and understand drug dependency
- \* Make sensible choices about what goes into their body
- \* Recognise that alcohol and tobacco are drugs
- \* Understand how to keep themselves safe and how to deal with peer influences
- \* Know where to get help if necessary

- \* Have compassion and empathy for other people
- \* Consider the impact of their behaviour on others
- \* Talk about their attributes and gain an understanding of why resilience is an important factor when dealing with feelings
- \* Discuss their life experiences and recognise that everyone will feel differently
- \* Gain a shared understanding of how experiences may impact on emotional development
- \* Identify positive things about themselves and their achievements
- \* Recognise new challenges and make responsible choices
- \* Talk about teenage years, feel and express satisfaction and contentment
- \* Express happiness in various ways and understand that there are agencies to help when things go wrong

### Summer 1 -Relationships

- \* Verbalise ideas about what qualities a best friend has
- \* Demonstrate inclusive attitudes towards those who find it difficult to make friends
- \* Understand differences in relationships with changing emotions and discuss how to express feelings positively
- \* Be self-confident in a range of situations, recognise their own worth and changing emotions and identify positive things about themselves
- \* Discuss both physical and emotional worries, understand the role played by the media
- \* Realise that most people worry about growing up
- \* Understand different relationships and how hormone affect emotions
- \* Discuss what love is and consider the need for trust and love in relationships
- \* Identify suitable places to meet people and consider safety issues
- \* Understand requirements of acceptable social behaviour

### Summer 2 - Ready, Steady Go!

- \* Feel good about themselves
- \* Identify the main stages of reproduction and the human life cycle
- \* Understand that their actions have consequences
- \* Anticipate results and adjust behaviour accordingly
- \* Realise the responsibility of looking after a baby
- \* Understand that friendships change
- \* Recognise that friendships can be maintained at a distance
- \* Have confidence in meeting new people

## Appendix 2 – Suggested Learning Activities

### Year 3

#### Year Three Autumn 1

##### Suggested Learning Activities - Being Me in My World

- Circle time - pass the smile around the circle
- Draw up your own class rules, introduce school code of conduct
- Discuss the meanings of fairness and justice, explain about HH rewards and sanctions
- Who am I and where do I belong? Explore all of the different groups that each child is part of
- What expectations are placed upon us by parents, friends, teachers, school and community?
- Where could we go for help if things were difficult?
- SEAL-Relationships Unit 4 page 46
- Talk about personality and celebrate differences within the class
- Discuss why some behaviours contribute to relationships and others destroy them - role play activities in which they face challenging behaviours
- Web of belonging - Use a ball of wool to include every girl in the class
- Self portraits
- My perfect world

#### Year Three Autumn 2

##### Suggested Learning Activities - Celebrating Difference

- Circle time - What do you believe? What do you eat at home?
- Read Bill's New Frock
- Circle time - Loss and change...focus on feelings of sadness, anger, blame, guilt
- SEAL theme 7 - Changes
- Challenge stereotypes through circle time- Boys like blue, girls play with dolls etc
- Discuss second marriages, fostering, extended families, three or more generations living together
- Read together 'Children don't Divorce'
- BBC radio.co.UK - listen to PHSE clips on divorce

#### Year Three Spring 1

##### Suggested Learning Activities - Dreams and Goals

- Discuss New Years resolutions
- What do I want to achieve this year? Set achievable targets
- Listen to Money, money, money by Abba
- How much do I cost? Research
- Make a list of all the jobs you do at home in order to help- Are you paid for these jobs? Discuss
- Talk about swapping goods with friends - When does a product become someone else's?
- If I had a million pounds, I would...
- If I had no money at all, I would...
- Write a story about the life of a pound coin
- Play and study lyrics of Price Tag by Jessie J



### Year Three Spring 2

#### Suggested Learning Activities - Healthy Me

- Who can I trust - draw around hand and choose five people who you could talk to if you were feeling uncomfortable about something
- SEAL - theme 2 -Getting on and falling out
- Use photographs to look at and explore the language of feelings
- Use Klimt to discuss facial expressions
- Focus on words such as 'anger' etc and build a vocabulary wall
- SEAL - theme 6 -Relationships
- Use newspaper stories and pictures to describe feelings of sympathy and empathy for those less fortunate than ourselves
- What is love? Use photographs showing affection - how is love different?
- Discuss simple techniques as a way of dealing with stress
- Discuss good and bad secrets and in circle time explore qualities of trust, honesty, friendship and caring
- Discuss bike safety, taking risks, wearing a seat belt
- Invite the police in to talk about crime protection
- How to deal with simple first aid and accidents - invite nurse to speak to the girls

### Year Three Summer 1

#### Suggested Learning Activities - Relationships

- Team building activities (Patterdale staff to work with the girls)
- How my body works - What happens to my food?
- Discuss food additives and how they affect behaviour
- Healthy teeth/healthy body - invite nurse to talk to the girls about teeth and eating
- How do I keep myself clean?
- Whose job is it to keep me healthy and how can I help?
- liaise with lunchtime staff to reward healthy choices at lunchtime
- Use a pedometer to increase awareness of activity during the day
- Discuss emotional, spiritual, social and physical health - how does school contribute?

### Year Three Summer 2

#### Suggested Learning Activities - Ready, Steady, Go!

- Use the poem 'When I was one... ' and discuss how feelings and emotions change
- Read 'Babies first year'
- Watch a short clip of Bambi and discuss the mother's emotional feelings
- Read 'There's a house inside my Mummy'
- SEAL theme 7 Changes
- What does a baby need in the first few weeks of life?
- Secret letters - Choose a name out of the bag - write down three positive things about their appearance or what they are good at

## Year 4

### Year Four Autumn 1

#### Suggested Learning Activities - Being Me in My World

- Discuss democracy - vote for form and vice captain and school council reps - what qualities are we looking for?
- Work individually, in a pair and then in a small group to formulate class rules - rank them in order of importance
- Circle time activities - 'I feel \_\_\_\_\_ when...'
- Explore the word compassion - what does it mean to be in someone else's shoes?
- Look at risks and hazards in the school environment. How could they be minimised?
- Look at environmental issues - create posters to encourage minimalising carbon footprints
- Discuss what rights children have (UNICEF) Watch a clip from Oliver and explore how legislation has changed

### Year Four Autumn 2

#### Suggested Learning Activities - Celebrating Difference

- Circle time- Explore belonging to a family, discuss ways that this may be different for different children
- Explore 'love' in family situations. Explore weddings through diverse family backgrounds, including customs, traditions and arranged marriages
- Role play activities surrounding bullies and victims. What does it mean to 'stand up for someone' or 'stick by them'?
- Re-visit anti-bullying charter
- Read The warm fuzzy tale
- SEAL - Say No to Bullying
- Explore 'Resilience'. Discuss times when they have bounced back, being emotionally tough and the strengths and qualities needed to cope in difficult situations

### Year Four Spring 1

#### Suggested Learning Activities - Dreams and Goals

- Look at adverts in local and national newspapers and find out how much people earn to do certain jobs
- Divide the class into groups and give them realistic tasks to carry out.... bake cakes to sell, plan and cost a day out and do a budget plan
- Talk from a person from a bank
- Use money comparison sites to discuss what bank accounts would be best for children
- Discuss the relevance of banks giving free gifts out to new customers
- Discuss the children's trust fund and how girls could make more contribution to saving and investment

### Year Four Spring 2

#### Suggested Learning Activities - Healthy Me

- Through circle time discuss legal drugs such as coffee, solvent based glues and their health impacts
- A true/false quiz on myths about legal drugs
- Discuss why people take illegal drugs and the impact this can have on families as well as financial implications
- Look at the law on drugs and advertising
- Look at strategies for dealing with risk - role play situations
- SEAL theme 3 Say No to Bullying
- Use stories to tackle real life scenarios including loss, bereavement etc discuss feelings of how they feel when they lose something, is it similar when we lose a loved one?
- SEAL theme 4 Going for Goals page 5 and 9
- Explore the phrase "It's Ok to make mistakes"
- Invite nurse to come in and talk to them about drugs

### Year Four Summer 1

#### Suggested Learning Activities - Relationships

- Explore in circle time the idea of belonging to a family group. How do we know that we belong?
- Use photographs of people in their work...Are these men or women?
- During circle time, challenge stereotypes i.e. boys like blue, girls play with dolls
- Discuss jobs in their own home and families
- Explore girls and boys toys - how are they displayed to attract girls and boys?
- Examine the media and how clothes are advertised. Discuss stereotyping in TV and adverts

### Year Four Summer 2

#### Suggested Learning Activities - Ready, Steady, Go!

- SEAL theme 7 Changes
- Introduce thinking diaries as a vehicle for expressing feelings
- Circle time activities to discuss different emotions and feelings
- Recognise body language and how to express feelings assertively
- Explore the need for growing privacy and things that they no longer wish to share, acknowledge that this is part of growing up
- Make a feelings wall with each brick giving that definition of a feeling

## Year 5

### Year Five Autumn 1

#### Suggested Learning Activities - Being Me in My World

- Discuss personality traits and the differences within the classroom
- Circle time activity on personality strengths and weaknesses and how they contribute to relationships
- talk about negative behaviours and how they affect relationships within the classroom
- Play the string game and use it to highlight similarities and differences. Discuss times when they have felt left out
- What does it mean to be 'touched' by something? Discuss emotion and talk about films that make you cry
- Explore positive relationships that are built on love, trust and respect. How can you learn to love and respect yourself?
- What goes on to and into your body - keeping clean and planning a future
- Watch the film 'My Girl'
- How can we improve the manners within our dining room?
- Activity - Trash can v Treasure chest - decide where the statements will go!

### Year Five Autumn 2

#### Suggested Learning Activities - Celebrating Difference

- Look at migration within the world and discuss
- Read the story of Ghandi and discuss
- How and why do our parents expectations differ?
- Chart all the groups that the class belong to, highlight common and diverse
- Explore in circle time the idea of belonging to a family group - discuss ways that this may be different for some children
- Discuss different family situations and define terms such as gay, lesbian, bi and transsexual
- acknowledge how changes in the law have affected the rights of individuals - same sex couples adopting children

### Year Five Spring 1

#### Suggested Learning Activities - Dreams and Goals

- Discuss the difference between wanting things and needing them-play Material Girl
- Invite someone in from a bank to talk to the girls about Children's Trust funds, saving money, interest rates, budgeting, planning for a future and saving for a pension
- Explore a range of adverts and talk about how the girls are influenced by them
- Debate health v wealth and the salary of a nurse v celebrity
- Discuss advantages and disadvantages of a common currency
- Give the girls a scenario to cost out a holiday
- Find out which countries use the Euro and how much it is worth. What is Bureau de Change and why is commission charged?

### Year Five Spring 2

#### Suggested Learning Activities - Healthy Me

- Goal setting - How will I stay healthy as I get older?
- Whose job is it to keep me healthy?
- Make charts of all the activities the class do to keep healthy
- Look at food for different festivals and customs
- How does smoking and alcohol affect our health?
- How do newspapers, magazines and TV persuade us to do certain things?
- Plan a healthy tuck shop for a week to sell to the other girls - invite PA in to help!
- Explore the cost of NHS and real life dilemmas that doctors are faced with
- SEAL materials - Say no to bullying
- Childline website - discuss the meaning of confidentiality/secrecy
- Revisit the anti-bullying charter
- What strategies would you use if you were being bullied?
- Read The Tulip Touch by Anne Fine

### Year Five Summer 1

#### Suggested Learning Activities - Relationships

- Through role play, explore situations when peers may persuade you to do something you don't wish to - how can you practice assertive behaviour?
- Look ahead to your teenage years - what sorts of things do you envisage peers persuading you to do?
- What does it mean to be the 'in' crowd? What are the trend phrases of the times? compare these to previous decades
- Discuss racism, celebrate difference within the class
- Talk about migration from one country to another and imagine how you would feel
- Use SEAL materials on Relationships
- Look at strategies for dealing with risk and how to make decisions

### Year Five Summer 2

#### Suggested Learning Activities - Ready, Steady, Go!

- Circle time activities – I feel good when... What I like about myself...
- Explore what a grown up means to them and read stories about growing up.
- Invite nurses in to talk to the girls about puberty.
- Encourage the girls to keep a feelings diary – explore how hormones may be responsible for changing emotions. How do these emotions differ to when we were younger?
- Through role play, recognise and read body language – How can we express our feelings assertively?

## Year 6

### Year Six Autumn 1

#### Suggested Learning Activities - Being Me in My World

- How do we become good ambassadors to the school?
- How important is our school council – how does their voice make a difference?
- Discuss how we have a voice in our school, community and country.
- Invite a local MP to come in a talk to the girls about their role.
- Discuss local facilities – who pays for them? How can they become involved and contribute to their upkeep?
- Explore the roles we adopt when working in a group. Discuss skills that is required... thinking, practical, research skills. Discuss how important it is that we all play our part.
- Use games such as everyone is going to another planet and only eight can go out of a possible twelve... who do you keep? Who do you reject and why?
- Discuss criticism and how people naturally retaliate when being criticized. How can we be positive when working with others?

### Year Six Autumn 2

#### Suggested Learning Activities - Celebrating Difference

- Use magazines and pictures to examine the way in which they portray ‘beautiful bodies’... How does this fit in with the average size 16?
- Use Christmas time to talk about presents.
- Discuss what it means to ‘fit in’ with peers... Discuss how your hair, piercings, clothes etc can cause other people to make assumptions.
- Circle time discussion about moral dilemmas raised by current TV story lines.
- Discussion to focus on appropriateness of late night TV.
- Introduce a feelings page for the girls to write freely and confidentially about their changing emotions
- Explore the growing need for privacy ... Rooms I liked to share when I was 4, 8 and 10 – acknowledge this is OK and part of growing up.
- Use ‘I’m glad I told my Mum’ story as a starter to discuss unwanted physical contact. (Need to buy!) Ensure girls are aware that teachers can be told.

### Year Six Spring 1

#### Suggested Learning Activities - Dreams and Goals

- Use circle time to explore ambitions, aspirations, hopes, needs and wants. Talk about motivation, job satisfaction and drive.
- Link in with the career carousel.
- How can I plan for the future? Is there any point in saving for the future? Discuss the government child trust fund.
- Discuss what mobile phones they have. How much does each minute cost? Is talking or texting cheaper? Research the best buys on the high street.
- Invite a local business in to talk to the girls about profit and loss. Use a clip from Dragons Den TV programme – what does the phrase ‘Speculate to accumulate’ mean?
- What is gambling? Stocks and Shares, Slot machines, National Lottery? What does odds or favourites mean? Discuss moral dilemmas of gambling.

- Who pays for local facilities? Share a council tax bill. Who pays when facilities are damaged?

### Year Six Spring 2

#### Suggested Learning Activities - Healthy Me

- What do we know about drugs? What do we mean by abstinence, recreational use, dependence and addiction? What is the impact of drug use on the wider community? Highlight the difference between medicinal drugs and optional drugs.
- Explore the role of the media in attempting to influence choice... discuss the concept of choice and how decisions are made.
- What are the positive reasons for not smoking? Explore the law relating to tobacco sales and public places – How would someone give up smoking?
- Explore the law in relation to alcohol. Why is it different for males and females? What is a unit and what is social drinking?
- How does alcohol affect anti-social behavior? Through role play look at realistic persuasive situations. Talk about what happens when things go wrong and where we should go for help.
- Write their own 'report' focus on the positive things in their life.
- Use KS2 Moving On unit (QCA)
- What makes me happy and how do I think this will change in the future?
- Why do teenagers doubt their abilities and attributes? Explore the term 'comfortable in ones own skin'.
- Talk to the girls about family, friends, teachers and agencies who they can turn to if they are unhappy.

### Year Six Summer 1

#### Suggested Learning Activities – Relationships

- What are the qualities of a best friend? How have my friendships developed and changed through childhood? Make a future lifeline which includes how they see their friendships changing and developing into adulthood.
- Use SEAL Relationships unit.
- Consider the difficulties that some people have in making friends – How can we help as a school?
- Consider how puberty will affect moods, emotions and friendships. Use speech bubbles to turn negative comments into positive.
- Use role play to explore scenarios of changing friendships – moving house, school, university, having children, a different class etc.
- How can you keep in contact with long distance friends?
- Talk about having the confidence to make new friends.
- In partners write three truths and one fib... other person has to guess the fib.
- Talk about their own strengths and qualities to enable them to cope in times of emotional stress.

## Year Six Summer 2

### Suggested Learning Activities - Ready, Steady, Go!

- Discuss meeting new friends at senior school, what will be the common areas for discussion? How might this lead to new friendships? Discuss how showing outward confidence may help to form new relationships.
- Give all girls the opportunity to meet and greet visitors in school. Practice interpersonal skills necessary for holding a conversation.
- Play 'Hot Dog' during circle time where they say positive declarations about the person sitting to their left/right. What do they like about themselves?
- Distribute a questionnaire to find out what they already know about the human life cycle and what they wish to find out. Invite nurses in to discuss this with the girls. Give each girl a flour baby to look after for a few days – discuss how easy or difficult this experience was.
- Explore worries and change – What is normal? Stand up if your birthday is in March... Are these girls normal? Change places if you are best friends with a boy/ if you live with only one of your parents/if you sometimes feel emotional for no apparent reason...
- Explore the physical changes at puberty.
- Use SEAL unit of Changes.