



Personal Development Relationships and Health Education

We are a happy and caring school who pride ourselves on the wide range of opportunities we create for our pupils which centre around their health, wellbeing, spiritual, social and emotional development. We believe in empowering our pupils and laying the foundations for lifelong learning. Our curriculum is designed to support every child as well as giving them the tools to help them to manage their emotions, support their mental health and to make healthy choices throughout their lives.

Our school ethos celebrates all aspects of school life and the positive experiences that the children receive at Penponds. This is reflected in our Values and Vision Statement. RSHE is fully embedded and taught within our curriculum subjects. It is further enhanced by visits from people who help us in our local community, involvement in charity events and with outside agencies and initiatives that promote health and wellbeing.

The Subject Lead is responsible for supporting colleagues in their teaching, keeping them informed of current developments in the subject, and by providing a strategic lead and direction including following the school's robust system for monitoring and assessment.

Our children are supported through our four school values – Curiosity, Creativity, Confidence and Caring- all embodied through our vision, 'Aiming High and Achieving Our Best' and our vision statement:

*Penponds School will work with a all stakeholders to create a **happy, safe and stimulating environment** where children become '**Leaders of their own Learning**'. By maintaining **high expectations** of the whole school community, our children will be equipped to become **lifelong learners**. We encourage **curiosity about the world, strive to be creative** in everything we do and **build confidence** in our children to enable them to grasp **opportunities and tackle challenges** with **resilience and self-assurance**.*

We are also a **Rights Respecting School** and collectively children have chosen Article 12 - Right to a Voice, Article 15 - Right to meet with friends and join clubs, Article 28 - Right to an education, Article 29 - Right to be the best you can be; Article 31 - Right to relax and play from the United Nations Convention on the Rights of the Child to be our five school focused rights, which was led by the school council: rights ambassadors. We have a whole school charter (an agreement), with all signing up to respect our own and other's rights. The charter was designed by our School Council: Rights Ambassadors. Children chose handprints in the shape of a rainbow to reflect being part of the Rainbow MAT family and handprints to be inclusive. All children in our school could sign up with a handprint.

Children do not have any responsibility in order to access their rights as rights are unconditional. Children are the Rights Holders and adults are the Duty Bearers to uphold children's rights. Our charter is not a set of rules, but is a visual reminder of our agreement; to strive to develop responsible behaviours through respecting our rights and those of others.

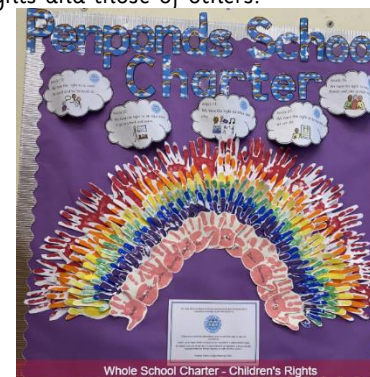


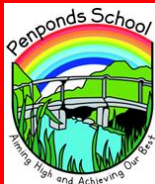
Our core themes in the teaching of RSHE and citizenship are:

Health and Well-being

Relationships

Living in the Wider World





Personal Development Relationships and Health Education

Intent Implementation Impact Statement Personal Development Curriculum

Our curriculum has a clear purpose and is focused around our school values of Curiosity, Creativity, Confidence and Caring and our focused Rights from the United Nations Convention on the Rights of the Child -Article 12 – Right to a Voice, Article 15 – Right to meet with friends and join clubs; Article 28 – Right to an education; Article 29 – Right to be the best you can be; Article 31 – right to relax and play – these were collectively chosen by the children and led by our School Councillors: Rights Ambassadors.

Our intention when delivering Personal Development is to widen the understanding of learning beyond the classroom in order to prepare our students to be successful adults upon leaving Penponds Primary School.

Intent

Intention 1: Develop our students understanding of Personal Development topics.

These would include, but not be limited to health, British Values, Relationships and Sex Education and internet/online safety. The purpose is to develop the appropriate subject specific knowledge, skills and understanding as set out in the 2020 PSHE guidance provided by the government, so that Penponds students can flourish, reach and exceed their potential academically, physically, socially and emotionally.

Intention 2: Develop the character of our students

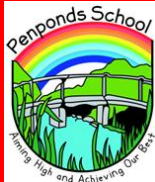
To develop learners to have a holistic set of values that prepares them for life in the modern world in a diverse and ever-changing community and work place. Raising awareness of community and environmental issues using opportunities to enhance skills such as leadership and resilience.

Intention 3: Develop behaviours and habits to become effective students

To raise the profile of Personal Development learning at Penponds, develop the behaviours learners need to succeed in the world such as concentration, perseverance, imagination, co-operation, the enjoyment of learning, self-improvement and curiosity.

Intention 4: Develop the moral compass of our students

To understand morality in themselves and others, develop social skills and understand society, build a firm set of personal beliefs, and to engage in the community they live alongside understanding the communities of others.



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Curriculum Implementation

Penponds Personal Development curriculum is implemented with the intentions as the driving force. By ensuring we think about what we learn, who we are when we are learning, how we act when we learn and who we are in the world, we build happy, resilient, successful, good citizens.

Our implementation plan ensures our curriculum keeps us focussed on these areas.

Personal Development is taught as a spiral curriculum, allowing for a continual build of knowledge throughout every academic year, enabling students to explore topics with greater depth and maturity and reinforcing the importance of the information being shared.

Intention 1: Develop our students understanding of Personal Development topics.

These would include, but not be limited to health, British Values, Relationships and Sex Educations and internet/online safety.

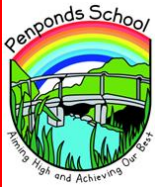
Penponds Personal Development is taught in a combination of taught lessons, assemblies, modelled behaviour and ethos shared day to day and drop-down learning days. During these times, a thoroughly planned curriculum is delivered which corroborates with the Relationships Sexual Education guidance and the PSHE guidance as issued by the government 2020. Brook Learn RSHE programme and Picture News are used.

Intention 2: Develop the character of our students

Penponds have introduced School Council: Rights Ambassador roles, Prefects, Reading Leaders, Playground Buddy system, Values rewards and badges. Rainbow MAT have recently developed The Rainbow Promise – a list of 30 things every child will have experienced or achieved during their time at a Rainbow School. These are focused attributes to prepare children for the world beyond primary school, into secondary school and into adulthood.

Intention 3: Develop behaviours and habits to become effective students

The Personal Development Curriculum is designed to provide learning opportunities that look for ways to develop positive learning behaviours. The Personal Development curriculum at Penponds reflects that learning about learning helps us to be better learners. The curriculum is designed to help learners to look for ways to develop concentration, perseverance, imagination, co-operation, the enjoyment of learning, self-improvement and curiosity. These are all aspects of character that reflect in all learning that is carried out in all aspects of learning at Penponds. Penponds have recently begun using the research from Rich Allen (Green Light Classrooms) to develop long-term memory strategies. This includes the use of Sticky Knowledge Organisers, specific taught memory strategies and the use of Memory Scrapbooks to ensure work is revisited and built upon.



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Intention 4: Develop the moral compass of our students

The Personal Development curriculum is designed to promote discussion and challenge misconceptions. This therefore challenges students to think around problems or scenarios and identify the correct pathway. Alongside the spiral curriculum approach in Personal development, students are encouraged to think and then re-think about topics in order to build on understanding alongside a growth in maturity, age and knowledge.

Impact

Intention 1: Develop our students understanding of Personal Development topics.

These would include, but not be limited to health, British Values, Relationships and Sex Educations and e-safety. The impact will be measured using the system for monitoring, which includes learning walks, book looks, lesson drop-ins, pupil chats, planning checks and analysis of wider curriculum assessments. Informal assessment is also measured daily and misconceptions addressed 'in the moment'.

Intention 2: Develop the character of our students

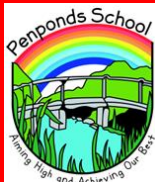
The impact will be measured using soft data measures including improved attendance to school, attendance at clubs, student participation in school offered roles, engagement in the Rainbow Promise. Regularity of achieving in school awards.

Intention 3: Develop behaviours and habits to become effective students

The impact will involve a cross curriculum impact demonstrating an improved level of resilience, self-management, understanding of the community and the wider world. This will generally support a decreasing number of behaviour incidences, and an improved level of student leadership both formally and informally across the school.

Intention 4: Develop the moral compass of our students

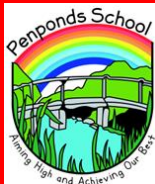
Our students will be motivated by a strong personal sense of morality. They will make decisions for the right reasons and in the best interests of their community. They will be able to decide what is right and what is wrong, and will be resilient to the influence of others. This will be evidenced through the school behaviour and reward system.



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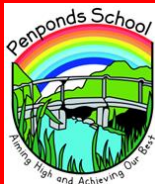
Personal Development Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2 (B)	<p>Welcome to School</p> <p>Explain what positive behaviour is and why it is important</p> <p>Understand how rules can keep us safe</p> <p>Identify who the adults are in school and how they help us</p> <p>Emergencies and Getting Help</p> <p>Safely get help in an emergency, including calling 999</p> <p>Understand how to care for myself and others</p>	<p>People who care for us</p> <p>Identify different people in our lives who cares for us</p> <p>Explain how I show that I care</p> <p>Understand that all families are different but have the same key qualities</p> <p>Understand that people are different too, but they have the same needs</p> <p>Describe how to get help if someone is making me feel unsafe</p> <p>Rights, Responsibilities and Respect</p> <p>Know how to be kind to others</p> <p>Explain how certain behaviours help us show respect to others (such as kindness, helpfulness and honesty)</p>	<p>Healthy Friendships</p> <p>Identify what makes a good friend</p> <p>Describe how to be a good friend</p> <p>Be able to use some simple tools to help solve conflicts</p> <p>Understand how to get help to make a friendship better</p> <p>Our Bodies and Boundaries</p> <p>Understand and learn the PANTS rules</p> <p>Name body parts and know which parts should be private</p> <p>Know the difference between appropriate and inappropriate touch</p> <p>Understand that I have the right to say "no" to unwanted touch</p> <p>Start thinking about who I trust and who I can ask for help</p>	<p>Our Health</p> <p>Explain how we can look after our health</p> <p>Explain how we keep our bodies healthy through our diet, dental hygiene, sleep and sun safety</p> <p>Explain how we need to balance physical activity with time online</p> <p>Healthy Food Choices</p> <p>Identify different fruit and vegetables</p> <p>Explore and evaluate fruit and vegetables, describing their feel, appearance, smell and taste</p> <p>Recall the new recommended daily maximum sugar intake for my age range</p> <p>Explain why fruit and vegetables are an important part of a healthy diet, are a good sugar swap and why they are important to my 5-a-day</p> <p>Understand and compare the sugar content in a variety of food and drink products</p>	<p>We all have feelings</p> <p>Recognise and name some feelings that I might have</p> <p>Explain how feelings can make our bodies feel inside</p> <p>Describe how other's might be feeling</p> <p>Identify who can help me with feelings, and how I can help others</p> <p>Good and not so good feelings</p> <p>Identify feelings that are good and not so good</p> <p>Recognise that people feel differently about things and situations</p> <p>Explain what can change my feelings (from good to not so good and from not so good to good)</p> <p>Suggest things that can help me and others to feel better</p>	<p>Managing our time safely whilst online</p> <p>Describe how something online might make someone feel worried or sad</p> <p>Recognise different feelings</p> <p>Identify up to four adults who can help with problems online</p>



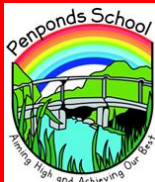
Personal Development Relationships and Health Education

		Be able to show gratitude for the kind behaviour of others		Select lower-sugar alternatives to high-sugar products		
Year 1/2 (A)	<p>Respecting Uniqueness Explain what special and unique mean Describe their own special and unique characteristics Explain how we respect the special and unique characteristics of others</p> <p>Our Communities Explain what a community is Discuss what communities they belong to Understand what a stereotype is Explain how stereotypes can be harmful</p>	<p>Every day safety Refresh knowledge about calling 999 in an emergency Understand dangers in everyday situations and how to keep safe Recognise how to keep safe at home, including fire safety with electrical appliances, lighters and matches Identify that some household products and medicines are harmful Recognise how to stay safe outdoors, especially around water and roads Know who to ask for help if we're worried about our/someone else's safety</p> <p>Basic First Aid Learn first aid skills Feel confident to help someone who needs first aid</p>	<p>Learning about Work Identify their own and other's strengths Know what a job is and why people do them Be able to describe some community jobs Know what makes someone good at their job</p> <p>Horrible Hands Understand that infection can be spread through touch Understand that we can pick up microbes through things we touch and spread them to others Understand that we wash hands to remove microbes Understand that washing hands is the best way to prevent the spread of microbes</p>	<p>Sharing Pictures Describe what might happen if we share a picture Identify the effect of people's actions online and consider ways of keeping myself and others safe Recognise that I can be an 'upstander' by choosing not to join in Identify up to four adults in my life who I trust and how I can ask them for help if I have a problem online</p> <p>Playing Games Describe what personal information is and the importance of not sharing this Recognise different feelings they might encounter online and how the body might tell them something 'doesn't feel right' Identify up to four adults in my life who I trust and how to ask them for help if I have a problem online</p>	<p>Online Friends Describe the qualities that make a good friend Identify that people online may not tell the truth Explain the difference between a secret and a surprise Identify up to four adults in my life who I trust and how to ask them for help if I have a problem online</p> <p>Big Feelings Recognise that feelings can intensify (get stronger) Describe how big feelings can affect their behaviour Identify what can help them feel better when they have a big feeling (including talking to trusted adults) Use words or phrases to ask for help with feelings</p>	<p>Keeping our Teeth Healthy Understand the importance of brushing, flossing and rinsing Explain how to brush, floss and rinse Understand what healthy teeth are and name basic parts of a tooth Know what foods to avoid to keep teeth healthy Understand what happens during a dentist appointment</p>



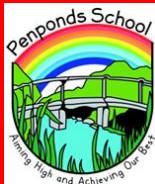
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		<p>Feel able to help someone in need of first aid</p> <p>Sparkler Safety</p>	<p>Understand that washing with soap and water is better than using water alone</p>			
<p>Year 3/4 (B)</p>	<p>World of work Identify my strengths and goals Identify different career paths Explore factors that influence job decisions (stereotypes, family, values, money) Explain key skills that will help me get a job Identify a range of different education and training opportunities</p> <p>Spending and Saving Money Identify different types of money Explain where money comes from Identify different ways that people choose to use their money (including savings) Identify the difference between needing and wanting to spend money</p>	<p>Road Safety Identify and model the 'Stop, Look, Listen, Think' sequence Recognise safer places to cross the road Understand their responsibilities as a pedestrian, a cyclist, a passenger in a car or on public transport Understand risk and the effect of risky behaviour Identify the strategy of 'Stop and Think' to cope with dangerous situations caused by others</p> <p>Individual and Collective Strengths Identify what skills are needed to work with others in a team Understand that everyone brings</p>	<p>Physical Activity Explain the benefits of physical activity on our body and mind Identify the recommendations of regular physical activity for their age group Explain how physical activity makes our bodies feel Describe why exercise makes us feel good</p> <p>Drugs Identify that some drugs are legal and some are illegal Have a basic understanding of the health risks of legal drugs Have a basic understanding of the dangers of illegal drugs</p>	<p>The Internet and everyday life Describe how someone might feel if people are always on their devices Evaluate how much time they spend on my digital devices Identify the benefits of taking time to disconnect from digital devices</p> <p>Everyday Feelings Identify that feelings/emotions are part of a person's health and wellbeing Recognise that feelings usually change throughout the day Give examples of everyday things that can affect feelings Describe what can help people to feel good/better</p>	<p>Expressing Feelings Name a wide range of feelings and emotions Match feelings to a scale of intensity and identify strong feelings Describe different feelings and how they are experienced in the body Recognise why it is important for people to express their feelings</p> <p>Strategies to support positive mental wellbeing Recognise that mental health is as important as physical health Understand that everyone experiences ups and downs in their mental health Identify key strategies and techniques to support positive mental wellbeing</p>	<p>Sun Safety Explain what ultraviolet or UV light is Explain how our skin can be damaged by UV light Explain how we can keep skin safe and healthy with some simple measures Explain how sunblock or sunscreen can protect our skin</p>



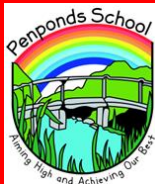
Personal Development Relationships and Health Education

	Explain how to keep money safe	different strengths to working in a team Recognise what they are good at when working in a team Firework Safety	Be aware of the reasons that some people may choose to use legal drugs Be aware that they can always ask for help and who to ask for support		Know where to go for help if they or a friend is feeling unhappy	
Year 3/4 (A)	What makes a good friend? Identify the qualities of a good friend (on/ offline) Describe the effects of loneliness and how to support ourselves and others Understand that friendships change across our lifetime Identify how to manage conflict in friendships positively Describe how to get support Respecting Others Explain what respect means Explain how to show respect in a debate Understand that there are limits to having freedom of opinion and speech	Resolving Conflict and managing negative pressure Identify how friendships supports our wellbeing Identify some tools to build good friendships Explain how to manage and resolve conflict Explain when and how to get support Identify what peer pressure is Everyday safety and basic first aid Learn and practise how to keep yourself and others safe Learn how to care for yourself and others Learn how to safely get help in an emergency, including calling 999	Money Choices Explain how people pay for things Explain why people spend or save Identify why something might be "good value" Identify different priorities that effect our spending decisions Use basic budgeting tools Volunteering and citizenship Describe what a good citizen is and understand how they can be a good citizen Explain what volunteering means and what things they can do to volunteer in the community	Safely enjoying the online world Recognise when something encountered online 'doesn't feel right' Identify and resist pressurising and manipulative behaviour Identify some risks of sharing photos, videos and comments publicly Explain what privacy settings are used for and how they can help Give examples of how online actions can affect others Keeping personal information safe and private online Give examples of content which may be appropriate or inappropriate to share online Explain the possible consequences of sharing without consent	Understanding that not everyone is who they say they are online Identify different tactics someone might use to manipulate another person online Explain what to do if someone tries to pressure or manipulate them Share ideas about how technology can be used positively Managing Feelings Explain how feelings and emotions can influence actions and behaviour Identify ways of coping with feelings in different situations Explain why it is important to talk about feelings and describe how this can feel	The Environment Explain what climate change is Identify different ways we can protect the environment Explain what changes we can make at home and at school to protect the environment Beach Safety Visit (RNLI) Surf day – Surf safety – Global Boarders



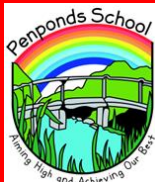
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	Understand that we can disagree with an opinion but still respect someone	Fire Safety – visit from the fire brigade	Explain how they can help and care for their friends and family Identify how they can make a difference to the planet based on their actions Make a plan of actions	Identify appropriate people to turn to for help	Recognise that help, advice and support about feelings comes from different sources	
Year 5/6 (A)	<p>A Diverse Community Describe the different communities that we belong to Explain what diversity means Describe my personal identify in simple terms Understand that we shouldn't discriminate against others Understand that we are all connected</p> <p>Respectful Relationships Identify the features of a positive family life Recognising similarities and differences between people in the community Understand how to respect differences within the community and classroom</p>	<p>Illness Explain what it feels like when we are unwell Explain what the immune system is Describe different ways to keep our bodies healthy Understand how some medications and vaccinations can help to keep us healthy Identify who can help us when we are feeling unwell</p> <p>Nutrition and Healthy eating Be able to identify the different food groups in a balanced diet</p>	<p>Bodies and Reproduction Correctly identify parts of external genitalia and internal reproductive organs Understand that everyone's bodies are different and we should respect this Describe key facts about reproduction and pregnancy Know where to ask for help with questions about their bodies</p> <p>Changes Define what puberty means Understand that everyone will</p>	<p>Online Content – can you trust everything you see online? Understand that not everything online is trustworthy Recognise some of the differences between fact and opinion Describe how to make decisions on what they trust online using agreed criteria</p> <p>Online Contact- Can you trust everyone who contacts you online? Recognise that it is their own choice to accept something online Recognise ways that people may seek to persuade them online Know what to do if they have any concerns about</p>	<p>Mental health and keeping well Explain what is meant by the term 'mental health' Identify everyday behaviours that can help to support mental (and physical) health Recognise that we can take care of our mental health (as well as our physical health)</p> <p>Managing challenges and change Describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected Recognise conflicting emotions and when</p>	<p>Exploring risk in everyday situations Assess how risky different everyday activities are Describe how important it is to 'stop and think' before taking a risk Explain what makes a risk worth taking and what makes it too risky</p> <p>Beach Safety Visit (RNLI)</p> <p>Surf day – Surf safety – Global Boarders</p>



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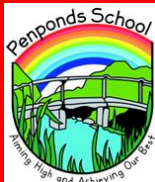
	<p>Defines what self respect is and why this is important Recognises how to have and encourage polite, respectful relationships</p> <p>Bike Safety – Bikeability Level 1</p>	<p>To explain what foods are not healthy and reasons why Be able to plan a healthy meal</p>	<p>experience puberty differently Identify key changes which happen during puberty Understand what menstruation is Understand where to go for help and support around puberty and their bodies</p>	<p>something they experience online</p>	<p>these might be experienced Explain how feelings and emotions change over time Identify positive actions to support mental wellbeing during difficult times, including identifying their personal support network</p>	<p>NB: Y6 will need a focus on moving schools and into KS3 –Changing Schools lessons will be taught in Year A and B to Year 6s.</p>
Year 5/6 (B)	<p>Different types of families Identify the shared characteristics of healthy family life Explain different types of romantic relationships Identify why some people chose to marry or have a civil partnership Identify different family structures and the similarities between these families Explain how to get support if a family relationship is making me feel unhappy/unsafe Healthy and Harmful Relationships Identify on/ offline bullying and how to manage this</p>	<p>Keeping your body safe – part 1 Define safe and unsafe Identify which parts of the body are private Define inappropriate or unwanted touch Recognise the right of each individual to decide who can touch their body, where and in what way Identify places and people who can offer help if we are feeling unsafe Keeping your body safe – part 2 Recognise the right of each individual to decide who can touch</p>	<p>Spending decisions Identify ways to keep money safe from loss or theft Explain how money impacts well-being Identify how spending decisions affect others including the environment and supporting charities</p> <p>Exploring in relation to gambling Explain risk in relation to gambling Identify how winning or losing can affect a person's feelings and what makes</p>	<p>Online friendships and keeping safe Understand the dangers of taking personal photographs and sharing them online</p> <p>Skills for using the internet safely Understand the dangers of chatting to strangers online</p>	<p>Social Media Recognise what wellbeing and social media mean Describe actions a person can take to look after their wellbeing with a balance of online and offline activities Evaluate the positives and negatives of social media</p> <p>Feelings and common anxieties when changing schools Identify feelings people might experience when starting a new school / moving to secondary school (KS3)</p>	<p>Changing Schools Identify the differences between primary and secondary school Describe how it might feel to move to secondary school Explain different ways of managing change</p> <p>Beach Safety Visit (RNLI)</p>



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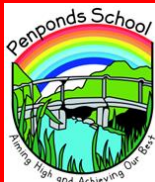
Skills and knowledge components: Progression document building from previous year's learning

Core theme		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Core theme Health and well being Pupils should be taught: 1. what is meant by a healthy lifestyle 2. how to maintain physical, mental and emotional health and wellbeing 3. how to manage risks to physical and emotional health and wellbeing 4. ways of keeping physically and emotionally safe 5. about managing change, including puberty, transition and loss 6. how to make informed choices about health and wellbeing and to recognise sources of help with this	Healthy Lifestyles	Maintain a healthy body. Maintain my personal hygiene. Develop simple skills to help prevent diseases spreading.	Make healthy choices. Describe my feelings to others. Use simple strategies for managing my feelings.	Eat a balanced diet. Identify habits and why they can be hard to change.	Make choices to make a balanced lifestyle. Keep myself safe around commonly available substances and drugs Follow simple routines to reduce the spread of bacteria and viruses.	Recognise what positively and negative affects health and wellbeing. Make informed choices. Maintain and explain a healthy lifestyle. Recognise what might influence my choices.	Recognise how images in the media do not always reflect reality. Recognise images in the media can affect how people feel about themselves. Identify the risks and effects of drugs.
	Growing and Changing	Recognise and celebrate my strengths and set simple but challenging goals. Explain change and loss and the associated feelings.	Recognise what I am good at. Set goals. Name the main parts of the body and explain how these change over time.	Recognise what I am good at and set goals. Describe my feelings. Recognise conflicting feelings and manage them.	Recognise what I am good at and set goals. Reflect on changes that happen in life and identify the feelings associated with change.	Reflect on and celebrate my achievements. Identify my strengths and areas for improvement. Set high aspirations and goals. Recognise feelings and explain their range and intensity to others. Listen to and overcome conflicting emotions. Use strategies to cope with change, including transitions, loss, separation, divorce and bereavement.	Reflect on and celebrate my achievements. Confidently identify my strengths. Accurately identify areas for improvement. Set high aspirations and goals.
	Keeping Safe	Make sure I am safe from household products, including medicines.	Keep safe in different situations.	Follow school rules about health and safety.	Keep safe in my local area and online.	Keep physically and emotionally safe including road safety	Differentiate between risk, danger and hazard.



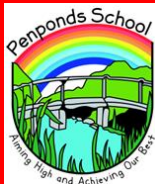
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<p>7. how to respond in an emergency</p> <p>8. to identify different influences on health and wellbeing</p>		<p>Recognise people who look after me, my family networks, who to go to if I am worried and how to attract their attention.</p> <p>Help the people who look after me to more easily protect me.</p> <p>Know how to ask for help if I am worried about something.</p> <p>Keep myself safe and others safe.</p> <p>I know that I do not need to keep secrets.</p>	<p>Ask for help if I am worried about something.</p> <p>Keep things private and respect others' privacy.</p>	<p>Follow basic emergency procedures.</p> <p>Find people to help me stay healthy and safe.</p>	<p>Protect my personal information.</p> <p>Explain what is appropriate to ask for or share.</p> <p>Identify people who help me stay healthy and safe and know who to talk to if I feel uncomfortable or at risk.</p>	<p>and safety in the environment.</p> <p>Keep safe online.</p> <p>Protect my personal information.</p> <p>Use mobile phones responsibly, including safe keeping and safe user habits.</p>	<p>Recognise, predict and assess risks in different situations and decide how to manage them responsibility.</p> <p>Undertake increasing responsibility.</p> <p>Resist pressures linked to behaving in unacceptable, unhealthy or risky ways.</p> <p>Recognise when I need to ask for help.</p> <p>Explain my right to protect my body and the law linked to contact and abuse.</p> <p>Recognise people who are responsible for keeping me healthy and safe and how help them with this.</p>
<p>Core theme Relationships</p> <p>Pupils should be taught:</p> <p>1. how to develop and maintain a variety of healthy relationships, within a range of</p>	<p>Feelings and Emotions</p>	<p>Recognise feelings in myself and in others.</p> <p>Share my feelings.</p>	<p>Recognise what is fair and unfair, kind and unkind, and right and wrong.</p> <p>Respond correctly when people are being unkind to me or others.</p> <p>Recognise when my body or feelings are hurt or when others are hurt.</p>	<p>Recognise feelings in others.</p> <p>Respond to how others are feeling.</p>	<p>Explain when I should not agree to keep something confidential or a secret.</p> <p>Recognise and manage dares.</p>	<p>Recognise and respond appropriately to a wider range of feelings in others.</p>	<p>Understand confidentiality.</p> <p>I know when to break a confidence.</p> <p>Manage dares.</p>



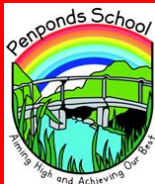
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<p>social/cultural contexts</p> <p>2. how to recognise and manage emotions within a range of relationships</p> <p>3. how to recognise risky or negative relationships including all forms of bullying and abuse</p> <p>4. how to respond to risky or negative relationships and ask for help</p> <p>5. how to respect equality and diversity in relationships.</p>	<p>Valuing Difference</p>	<p>Respect similarities and differences in others. Share my views and ideas.</p>	<p>Respect similarities and differences in others. Share my views and ideas with individuals and with the whole class.</p>	<p>Recognise discrimination, teasing, bullying and aggressive behaviours. Get help if I experience or witness teasing or bullying.</p>	<p>Listen and respond respectfully to a wide range of people. Be confident enough to raise my own concerns. Recognise and care about other people's feelings and respect, and constructively challenge if necessary, their points of view.</p>	<p>Listen and respond respectfully and fully to a wide range of people. Be confident when raising my concerns and raise them considerately. Recognise and care about other people's feelings and respond to them appropriately. Try to see, respect and if necessary constructively challenge, their points of view regularly.</p>	<p>Listen and respond respectfully and fully to a wide range of people. Be confident when raising my concerns and raise them considerately. Try to see, respect and if necessary constructively challenge, their points of view regularly. Recognise and challenge stereotypes. Identify the nature and consequences of discrimination, teasing, bullying and aggressive behaviours. I know how to challenge bullying and abuse in all its forms.</p>
	<p>Healthy Relationships</p>	<p>Identify my special people and explain what makes them special. Care for others.</p>	<p>Listen to other people and play and work cooperatively. Resolve simple arguments. Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond. Get help if I experience or witness teasing or bullying.</p>	<p>Maintain positive healthy relationships. Explain different types of relationships. Work collaboratively towards shared goals.</p>	<p>Judge what kind of physical contact is acceptable or unacceptable and I know how to respond. Develop strategies to solve disputes and conflict through negotiation and appropriate compromise. Begin to give rich and constructive feedback. Understand how my body will, and that</p>	<p>Recognise how my actions affect themselves and others and begin to consider my actions as a result. Work collaboratively towards shared goals. Solve disputes and conflict through negotiation and appropriate compromise. Give rich and constructive feedback and support to benefit others as well as myself.</p>	<p>Maintain positive and healthy relationships. Recognise when a relationship is unhealthy and know who to talk to for support. Identify healthy types of relationships. Judge what kind of physical contact is acceptable or unacceptable and how to respond. Recognise and respect personal boundaries and everyone's right to privacy.</p>



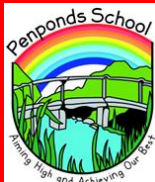
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					my emotions may, change as I approach and move through puberty.		Identify how my body and emotions may change through puberty. Explain human reproduction.
<p>Core theme</p> <p>Living in the wider world</p> <p>Pupils should be taught:</p> <ol style="list-style-type: none"> 1. about respect for self and others and the importance of responsible behaviours and actions 2. about rights and responsibilities as members of families, other groups and ultimately as citizens 3. about different groups and communities 	<p>Rights and Responsibilities</p>	<p>Contribute to the life of the classroom and school. Help construct, and agree to follow, group and class rules. Recognise ways in which I am unique and understand that there has never been and will never be another 'me'. Explain the ways in which we are the same as all other people and what we have in common with everyone else.</p>	<p>Respect my needs and the needs of others. I know who the special people in my community are and know how to contact those people when I need their help, including dialling 999 in an emergency.</p>	<p>Discuss and debate health and wellbeing issues. Contribute to the community. Recognise the roles of people in the community.</p>	<p>Appreciate difference and diversity in the UK and around the world.</p>	<p>Research, discuss and debate topical issues, problems and events that are important to me. Explain rules and laws and understand why different rules are needed in different situations. Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p>	<p>Research, discuss and debate topical issues, problems and events that are important to me and offer recommendations. Understand human rights and children's rights. Contribute to my community and recognise the role of groups, especially in relation to health and wellbeing. Explore and critique how the media present information. Critically examine what is presented to me in the media and explain why it is important to do so. Be careful online and in relation to the information I pass on and understand how information can be misinterpreted.</p>



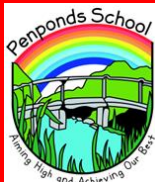
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<p>4. to respect equality and to be a productive member of a diverse community</p> <p>5. about the importance of respecting and protecting the environment</p> <p>6. about where money comes from, keeping it safe and the importance of managing it effectively</p> <p>7. how money plays an important part in people's lives</p> <p>8. a basic understanding of enterprise.</p>	Environment	Develop strategies and skills needed to care for environments (including conserving energy).	Look after the local environment (including conserving energy).	Exercise my responsibilities, rights and duties in the community and towards the environment.	Discuss how resources are allocated and the effect of allocation. Understand sustainability of the environment.	Exercise my responsibilities, rights and duties at home, at school, in the community and towards the environment.	Explain resource allocation and the impact of these choices at an individual, community and global level.
	Money	Understand money, including the concepts of spending and saving. Understand the difference between spending and saving money.	Save and spend money. Make choices and keep track of money spent/saved.	Develop enterprise skills.	Explain the role of money. Manage money, including saving and budgeting. Develop my understanding of interest and loans.	Recognise the role money plays in my own and others' lives. Manage my money. Be a critical consumer. Discuss loans, interest, debt and tax.	Develop my enterprising skills.



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General knowledge and SMSC	School values Use imagination and creativity in learning Understand own heritage	School and own values Responsibility for behaviour choices Distinguish between right and wrong Willingness to reflect on experiences Use a range of social skills Understand the heritage of others	School and own values Understand how to contribute positively to those around us Apply understanding of right and wrong to own lives Use a range of social skills in different contexts Understand and appreciate a range of different cultures	Values of others Understand how to contribute to school and the local community Recognise legal boundaries in the law Participate in a variety of communities Participate in and respond to a range of opportunities	Values of others Understand how to contribute to society Be reflective on own beliefs Show initiative Understand consequences of behaviour and actions Volunteer and cooperate well with others Explore and understand different faiths and cultural diversity	Further tolerance and understanding of different cultural traditions Investigate and offer reasoned views about moral and ethical issues Understand and appreciate the viewpoints of others Resolve conflicts effectively Accept, respect and celebrate diversity locally, nationally and globally
Concepts British Values	Mutual respect	Democracy Mutual respect	Democracy Mutual respect Rule of Law Individual liberty	Democracy Mutual respect Rule of Law Individual liberty	Democracy Mutual respect Rule of Law Individual liberty Participate fully in and contribute positively to life in modern Britain	Democracy Mutual respect Rule of Law Individual liberty Participate fully in and contribute positively to life in modern Britain
Vocabulary	Contribute Share Environment Money Strengths Goals Feelings Same and different	Needs Community Conserving energy Spend and save Healthy choices Manage feelings Safety Privacy Fair and unfair Right and wrong Respond Similarities and differences Bullying	Health Wellbeing Roles in the community Rights and responsibilities Environment Enterprise Balanced diet Emergency Discrimination Relationships Collaboration	Diversity Resource allocation Sustainability Budgeting Balanced lifestyle Reflect Protect Confidential Physical contact Disputes and conflict	Rules and laws Democracy Differences Wellbeing influences Duties Loans, interest, tax Point of view Achievements Aspirations Considerate Constructive feedback	Recommendations Media Resource allocation Global Reality Risk, danger and hazard Enterprise Confidentiality Stereotypes Pressures Personal boundaries Puberty

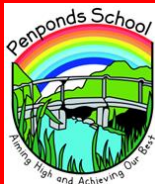


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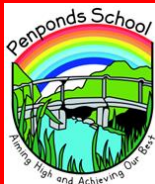
Children's Wider Development and Learning Enhancement – Year A

Year A		Autumn	Spring	Summer
Carn Brea (EYFS/Reception)	Topic	Superheroes Assemble	Let's Crawl	On the Move
	What we do to enhance the learning experience	<ol style="list-style-type: none"> 1. Invite 'people who help us' into class to talk about their jobs (firefighters, nurses, soldiers etc) 2. Autumn walk 	<ol style="list-style-type: none"> 1. Hatch ducklings in class 2. Hatch butterflies (during summer term) 3. Minibeast hands on experience 4. Trip to Trevaskis Farm 5. Spring walk 	<ol style="list-style-type: none"> 1. Train ride to the beach 2. Summer walk
	Why we do it now...	<ol style="list-style-type: none"> 1. Children learn about different occupations and people who help us within our local community. 2. Observe seasonal changes in the local environment 	<ol style="list-style-type: none"> 1. Ducklings are born in the spring. Partnership with local company Incredible Eggs who can supply eggs in the spring term. Leads into children hatching tadpoles in KS1 and learning about reproduction and what animals need to survive in KS2. 2. Talk for Writing focus story is The Very Hungry Caterpillar. 3. Children learn about the bodies, life cycles and habitats of 	<ol style="list-style-type: none"> 1. Children go on a journey. They travel on a train after learning about transport in detail. Visit to beach, a special feature of Cornwall. Cross curricular- photos would be taken to create abstract seascape picture in style of focus artist, Tracy Hunter. 2. Observe seasonal changes in the local environment



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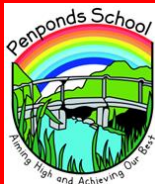
			less typical minibeasts such as millipedes and stick insects 4. Links to plants and how they grow. Children learn which fruits and vegetables grow on the farm and how. Habitats of farm animals. 5. Observe seasonal changes in the local environment	
	Any potential misconceptions to tackle...	<ol style="list-style-type: none"> 1. Not all 'superheroes' wear capes. 2. 'People who help us' are there to protect us, they are not people to be afraid of. 	<ol style="list-style-type: none"> 1. All animals that are born live. 2. You can find all minibeasts in your back garden. 	<ol style="list-style-type: none"> 1. Cultures and stereotypes- the world beyond Cornwall 2. All people speak English. 3. Everyone lives near a beach
	Personal development opportunities More than School...	Children have ideas of what job they would like when they are older. Gain respect for 'people who help us' and how they protect us and our community.	Learning how to care for a living creature. Gentle hands. Understanding that not all animals survive. Dealing with death and loss.	Respecting differences. Learning about how and where other people live.
Godolphin (Year 1/2)	Topic	Voyage of the Mystery	Into the Woods	Castles and Coasts
	What we do to enhance the learning experience	<ol style="list-style-type: none"> 1. Maritime museum and workshop Falmouth 2. Watch play – Voyage of mystery 3. Making and testing boats 	<ol style="list-style-type: none"> 1. Hatch ducklings in class and compare to other animals and ow they are born (Tadpoles/Frogs) 	<ol style="list-style-type: none"> 1. Visit to Pendennis Castle 2. Visit to local beach 3. Making a menu for a banquet



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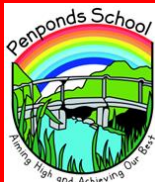
			<ol style="list-style-type: none"> 2. Minibeast and wildlife (owls) hands-on experience 3. Forest walk 	
	Why we do it now...	<ol style="list-style-type: none"> 1. Links to Geography unit (oceans and hot places that are different to where we live) 2. Links to History (studying fishermen and boats now and in the past) 3. Link to DT and making, testing and evaluating boats 	<ol style="list-style-type: none"> 1. Pupils see the lifecycle of ducklings and find out about their diets and habitat and compare with other living things 2. Links to habitat topic in science. Pupils have a Q+A with wildlife expert finding out about microhabitats. Talk for writing information text in literacy. 3. Links to microhabitats and recording data (tally charts) 	<ol style="list-style-type: none"> 1. Link to History topic on castles - Pupils are able to name and label the parts of the castle (History topic on castles) 2. Pupils have a geography unit about the features of the seaside 3. Link to DT and preparing and making food to serve in a castle
	Any potential misconceptions to tackle...	<p>All people live the same lifestyle</p> <p>All people live in a similar environment</p> <p>Everyone experiences the same weather and seasons</p>	<p>All animals that are born live</p> <p>All minibeasts live in the same microhabitat</p> <p>You can find all minibeasts all year round</p>	<p>All beaches look the same</p> <p>Everyone lives near a beach</p>



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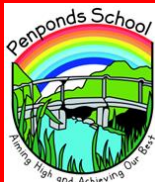


	Personal development opportunities More than School...	<ul style="list-style-type: none"> - Learning how other people live around the world - Learning about different cultures - 	<ul style="list-style-type: none"> - Learning the importance of looking after the environment and habitats of minibeasts - Dealing with death and loss - Learning how to care for an animal 	<ul style="list-style-type: none"> - Learning about how and where other people live - Learning about a healthy diet
Trencrom (Year 3/4)	Topic	Exciting Egyptians	Super Humans	Invaders and Settlers
	What we do to enhance the learning experience	Royal Cornwall Museum – Truro Trip to museum to do Egyptians workshop and see the Egyptian rooms including the mummy.	<ol style="list-style-type: none"> 1. Healthy eating workshop from Chartwells 2. Food and farming day at the Royal Cornwall showground. 3. Holi celebration. 	<ol style="list-style-type: none"> 1. Local visits to old settlements Royal Cornwall museum visit – life in a major village workshop <ol style="list-style-type: none"> 2. Science topic sound – a variety of musicians to demonstrate how sound is created/travels etc and hearing live music. 3. Bastille day – whole school
	Why we do it now...	To immerse ourselves in Egyptian culture and the history.	Held annually, specifically for Year 3/4 children in Cornwall at this time of year. Planting crops etc in the Springtime when looking at where our food comes from and nutritional value of food/healthy eating.	Local visit links to RE curriculum Kernewek which is taught in the Summer term as a thematic unit. Weather more likely to be suitable for a day outdoors in the Cornish landscape.



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	Any potential misconceptions to tackle...	<ul style="list-style-type: none"> - Egyptian tombs were booby trapped. - That a mummy is a scary/Halloween character wrapped in toilet paper. 	<ul style="list-style-type: none"> - Nutritional value of different foods. - Children need to notice the processes involved with food preparation. 	<ul style="list-style-type: none"> - That the Romans did not venture into Cornwall, so we will not find archaeological evidence. - Looking at dating local settlements/sites in relation to our timeline.
	Personal development opportunities More than School...	<ul style="list-style-type: none"> - Respect for the dead. - To explore beliefs/places/lifestyles that are different from our own. - To notice how culture has evolved. 	<ul style="list-style-type: none"> - To develop a healthy lifestyle including a balanced diet. - To make informed choices to take care of their bodies. - Gardening/growing food - Caring for animals/livestock 	<ul style="list-style-type: none"> - Opportunities to enjoy live music - Exploring the local area.
Tregonning (Year 5/6)	Topic	Groovy Greeks	There is no Planet B	Vicious Vikings
	What we do to enhance the learning experience	<ol style="list-style-type: none"> 1. Children acted out an abridged version of Theseus 2. Trip to Truro museum 	<ol style="list-style-type: none"> 1. Trip to Eden Project, taking part in a new workshop Climate Club 2. Workshop linked to G7 summit in Carbis Bay, Cornwall 3. Plastic Pollution workshop – whole school workshops examining plastic pollution on our beaches 	<ol style="list-style-type: none"> 1. Study of Viking longship designs (DT), followed by construction and testing. 2. During our residential we spend a day exploring what early settlers would have focussed on (survival).



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	Why we do it now...	<ol style="list-style-type: none"> 1. To immerse ourselves in Greek culture and the history of Greek theatre 2. The trip allows the children to handle genuine artefacts and appreciate how they inform our understanding of events of that period 	<ol style="list-style-type: none"> 1. The Eden Project is a rich resource for anyone considering sustainability and climate change. The workshop reminds us that there are many positive initiatives seeking to help address the consequences of climate change. 2. Links to a relevant event happening locally 3. Links to the care for the environment 	<ol style="list-style-type: none"> 1. The design of the ships were integral to the Vikings ability to raid successfully. 2. Allows us to consider what raiders would have considered when deciding where and whether to settle.
	Any potential misconceptions to tackle...	Myths are recognised today as fiction; at the time they were a way of interpreting and making sense of how the world worked.	Climate change just means the world is getting hotter.	Vikings wore helmets with horns! They were only raiders, who never settled where they visited
	Personal development opportunities More than School...	To explore how belief systems have evolved over time To appreciate how democracy was developed by the Greeks – links to our own political system	Understanding of challenges caused by climate change. Understand that potential solutions could be scientific or political. Learning about global political system.	Raises opportunities to travel in Europe; highlights our role as a European country. Understanding when England became under one rule – debate about ruling –democracy (links to Greeks)