

Wellness (PSHCE) Policy



'In order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy.'

(The Department for Education, 2018)

Updated: September 2024 (C. Butcher)

To be reviewed: September 2025

INTRODUCTION

Why Wellness is important

At Oriel Academy, the planned provision for Wellness (formerly referred to at our school as PSHCE: Personal, Social, Health & Citizenship Education) does not sit separately from other aspects of the school. It is an integral part of a whole school approach that promotes the spiritual, moral, cultural, mental and physical development of the children in the school. It is our duty to ensure all of our pupils are safe, but also to teach them the ability to recognise the importance of developing resilience. Wellness has an impact upon the emotional well-being of both the individual and the wider community because we understand that healthier children do better in learning and in life.

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.'

(The Department for Education, DfE, 2019)

We encourage our pupils to make a positive contribution to the life of the school and the wider community, by developing and demonstrating skills and attitudes that will allow them to participate fully and contribute positively to life in modern Britain. In doing so, we develop their sense of self worth. We teach them how society is organised and governed, ensuring that they experience the process of **democracy** in school through the school council (Aspiration Heroes). This also helps to promote pupils' awareness and understanding of their rights and responsibilities through the teaching of the **rule of law** and **individual liberty**. Through our inclusive Wellness curriculum, our pupils learn to appreciate what it means to be a positive member of a diverse multi-cultural society, enabling them to show **mutual respect** and **tolerance of those with different faiths and beliefs**.

LINKS TO OTHER POLICIES

This policy should be read in conjunction with our Relationships Education, Sex Education and Health Education Policy (RSHE), our Relationships Policy and our Drug, Alcohol and Tobacco Education Policy.

AIMS & OBJECTIVES

The aims of the National Curriculum as laid out by The Department for Education are as follows:

'Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Relationships and Sex Education

Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary schools, and relationships and sex education (RSE) is compulsory for all secondary schools.'

(DfE, September, 2021)

As of 2020, The Department for Education states that 'Relationships and Health Education' are now a compulsory part of the Primary PSHE curriculum. These topics are part of our Summer term Wellness curriculum and have been planned in accordance with the DFE 2020 statutory guidance.

Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

(DfE, 2019)

At Oriel Academy we aim to:

- Provide a Wellness curriculum which enables children to become healthy, independent and responsible members of society.
- Raise pupils' confidence and self esteem by reminding pupils and staff of the importance of respecting everyone as an individual and appreciating effort.
- Teach our pupils what makes healthy relationships and what they look like.
- Raise pupils' awareness of the importance of and how to keep themselves safe
- Offer an especially supportive climate for learning.
- Improve pupils' ability to reflect on and become responsible for their own learning.
- Provide a foundation for acquiring the skills to learn and grow up at ease with oneself.
- Increase pupils' motivation and deepen their understanding through providing opportunities for 'real-life' learning.
- Encourage pupils to have an increased involvement in the life of the school and local community.
- Prepare pupils for responsibilities and experiences of adult life.
- Maintain our Gold Star for Healthy Travel by promoting healthy lifestyles and choices with our pupils.

ROLE OF SUBJECT LEAD

The role of the Wellness Lead is to:

- Formulate the Wellness Policy and whole school Curriculum Coverage document
- Identify areas for development within the School Improvement Plan
- Provide INSET in the light of local and national developments
- Advise teachers and support teachers in their planning and delivery of Wellness
- Evaluate and monitor the Wellness taught by reviewing the overview and planning
- Ensure the school's planning materials and guidance is up to date and in line with current Government legislation

PUPIL/PARENT/CARER INVOLVEMENT

We aim to ensure that our Wellness curriculum is influenced by concerns raised by pupils, carers and staff, through, for example, Pupil Voice, the School's Council (Aspiration Heroes) and both parent/carer and pupil surveys.

WELLNESS CURRICULUM PLANNING

At Oriel Academy, our Wellness Curriculum is broken down into three topics:

- Relationships
- Health and Well-being
- Living in the Wider World

The topics are laid out in our whole school Curriculum Coverage document (adapted from the PSHE Association Programme of Study, Barnet Schools Well-being Programme, Islington SoW and Drug Aware SoW), Appendix A, which breaks them down into focussed and progressive skills across the school. As well as the discreet lessons outlined in our Overview, we teach Wellness in a variety of ways across the curriculum. As there is a large overlap between the programme of study for Religious Education and the aims of Wellness, we teach part of the subject through our religious education lessons too. Not all circle times are planned for, in order that there is time available to deal with issues specific to an individual class.

Our **Relationships** scheme of work encourages children to develop their social and emotional skills by planning and teaching lessons which will help to improve their confidence, resilience, as well as helping them to understand and deal with their emotions in a positive way.

The **Health** aspect of the topic teaches children about leading a healthy lifestyle, staying safe, as well as how to deal with certain situations when difficulties arise. Additionally, the **Well-being** aspect of the curriculum promotes the importance of children reflecting on their own mental well-being. Every term, the children take part in a Well-being Day which encourages pupils' to understand their own and others' emotions and the development of healthy coping strategies. For the delivery of our Relationships and Drug, Alcohol and Tobacco Education we use both the the Islington and Drug Aware SoW (see relating policies). The Department for Education released new Statutory Guidance stating that from September 2020, 'Relationships and Health Education' will be compulsory in all Primary schools to help tackle the rise in mental health issues with children (see our Relationships and Drug, Alcohol and Tobacco Education Policies for more specific information on this).

Lastly, the **Living in the Wider World** topic teaches children the importance of diversity in society and helps to prepare children for adulthood. Throughout the year, children will regularly have the opportunity to talk openly with their peers during circle time sessions, this is something that is supported by all staff members. Any issues that may arise, can be placed in the pupil voice box, which is allocated in every classroom, this helps encourage to the children to talk openly amongst their peers in a safe place whilst remaining anonymous.

The content of our lessons is determined by the needs of the cohort, but it enables pupils to develop the skills, knowledge, understanding, awareness and resilience that are needed for their own well-being but also preparing them for the future. Guidelines from the PSHE association ensure that we teach mental health and emotional well-being issues in a safe and sensitive manner. All staff members take safeguarding very seriously and have a duty of care to our students, if there are any concerns, staff members should report their concern to the Designated Safeguard Lead (Mr Clifton) or the Deputy Designated Safeguard Lead (Mrs Carter).

In the Early Years Foundation Stage (EYFS) we teach personal, social and emotional development (PSED) as an integral part of all areas of learning across the curriculum. We relate the PSED aspects of our planning and teaching to the objectives set out in Development Matters. See [Appendix B](#) for the statements which depict what a child

attaining a good level of personal, social and emotional development (GLD) at the end of the phase should be.

TEACHING & LEARNING STYLE

Wellness is taught through a combination of:

- Discrete curriculum time
- Teaching through and in other subjects/curriculum areas
- Wellness activities and school events

We use a range of teaching styles and place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We offer children the opportunity to hear visiting speakers, such as health workers, police and representatives from the local churches, whom we invite into school to talk about their role in creating a positive and supportive local community. Many aspects of the non-statutory guidelines are taught through other curriculum areas – see the suggested scheme of work for the current provision in each year group.

In addition to the timetabled provision, there are other opportunities for children to plan and work together, and develop and maintain relationships under different circumstances. Examples of such activities and events include;

- The School Council (Aspiration Heroes)
- Buddy classes
- Buddying up EAL new starters with children who speak the same language
- Friendship Week
- Termly Well-being foci (Autumn Term: 'My Health', Spring Term: 'My Mind', Summer Term: 'My Life')
- Fund raising for charities
- Residential journeys
- Taking part in assemblies
- Going out into the wider community

We also aim to promote healthy lifestyles through the school culture and environment including, for example, our school dinners, monitoring healthy packed lunches and encouraging walking and cycling to school by taking part in local and national events.

INCLUSION

All children, irrespective of ability, disability, race and gender, are equally encouraged to take part in all that the Wellness scheme of work has to offer. By its very nature, Wellness is overtly concerned with the personal and social development of each child. Therefore, each lesson takes the child's ability as their starting point and will build upon the knowledge, understanding, ideas, views, perceptions, interests, background, concerns, values and attitudes of each individual child, promoting equality of opportunity so that all pupils can thrive together. When possible, children with the same home language as newcomers to the school are encouraged to become 'translators'. Through the Wellness curriculum, we encourage tolerance through the understanding that differences make people unique. This includes ensuring through our policies and practice, that we tackle homophobic and racist bullying, the use of offensive stereo types and insults.

RESOURCES

The resources are reviewed regularly in order to ensure that they present positive images and reflect the values that Oriel Academy wishes to promote. They are up-to-date and are free from stereotyping and bias in terms of gender, race, class, sexual orientation, ability and disability. The Wellness Curriculum Lead shares online planning ideas and guidance with staff in both KS1 & KS2, taken from the Barnet Schools Well-being Programme, which links to our Whole School Overview themes. Folders containing the Islington SoW planning materials needed for our Summer Term Wellness (Drug, Tobacco & Alcohol Education and Relationships Education) are handed out to staff during Spring Term, to give them time to familiarise themselves with the content and seek support/guidance on the delivery of such topics if needed. Parent sessions are held annually and led by the Wellness Curriculum Lead to similarly give parents the opportunity to learn about and familiarise themselves with the content of the topics, ahead of their children receiving the lessons.

USE OF ICT

The Computing Policy contains guidelines for responsible use of the internet and children are taught these as part of their computing lessons, with 'E-safety' being a regularly used catch phrase in everyday life at Oriel Academy. The internet provides a useful tool,

additional to the more traditional resources, to find out information about any number of topics related to the Wellness curriculum and so our children are encouraged to make use of this, in a safe and responsible way.

ASSESSMENT

When addressing assessment for Wellness (in particular Health Education and Relationships Education) in the most recent government legislation, The Department for Education states that:

'Whilst there is no formal examined assessment for these subjects... a strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress. Lessons should be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching should be assessed...to identify where pupils need extra support or intervention.' (DfE, 2019)

At Oriel Academy, we do not set formal assessments in Wellness (including the teaching of Relationships and Sex Education and Drug, Tobacco and Alcohol Education). The assessments that we make of pupils' achievements are part of the planned programme where teachers have identified clear learning outcomes in terms of knowledge, skills, values and attitudes. Challenge and engagement are always at the forefront of every lesson taught across the curriculum, pushing our most and supporting our least able pupils all of the time. Teacher's comments are noted and used to inform parents of children's progress verbally and at the end of each year through formal written reports, along with completing the Skills Tracker for the subject.

APPENDIX A

Oriel Academy's Wellness Curriculum Coverage document.

Wellness Curriculum Coverage 2023-24

Main themes – ‘Relationships’, ‘Health and Well-being’, ‘Living in the Wider World’
(Adapted from PSHE Association Programme of Study, Barnet Schools’ Wellbeing Programme, Islington and Drug Aware SoW)

ENRICHMENT OPPORTUNITIES E-SAFETY (in addition to Computing coverage) PROTECTED CHARACTERISTICS

BRITISH VALUES (to be taught and embedded throughout the year, with an initial input/assembly in Autumn 1. Aspiration Heroes to promote a value per week in Spring term Assemblies)

	Autumn 1	Autumn 2 Well-being day to plug gaps from RSHE Statutory Guidance: 'My Health' (First Aid)	Spring 1	Spring 2 Well-being day to plug gaps from RSHE Statutory Guidance: 'My Mind' (PIXL)	Summer 1	Summer 2 Well-being day to plug gaps from RSHE Statutory Guidance: 'My Life' (PIXL)	
Theme for half term	'Relationships' (social/emotional)	'Living in the Wider World'	'Health & Well-being'	'Living in the Wider World'	'Health & Well-being'	'Relationships'	
Enrichment Opportunities: (See Enrichment Planner for dates/year group specific details)	Enrichment opportunities: Buddy classes, NSPCC Pants (giving consent/permission), visits from local Police Officer/PCSO/Fire Brigade	Enrichment opportunities: Buddy classes, Well-being day 'My Health', 'Friendship Week' (National Anti-Bullying Week), Christmas jumper day, Children in Need assembly PROTECTED CHARACTERISTICS: disability	Enrichment opportunities: Buddy classes, Children's Mental Health Week, Well-being day 'My Mind', Safer Internet Day (Feb), National Careers Week	Enrichment opportunities: Buddy classes, Earth Day, Well-being day 'My Mind', Sustrans' 'Big Walk and Wheel' competition, Red Nose Day, Autism Awareness assembly PROTECTED CHARACTERISTICS: disability	Enrichment opportunities: Buddy classes, Enterprise projects, NatWest Classroom workshops/ Sun Safety Week/ Careers Day/ afternoon (volunteering), LGBTQ+ Pride Month PROTECTED CHARACTERISTICS: gender, sexual orientation	Enrichment opportunities: Buddy classes, Well-being day 'My Life'	
EYFS	Nursery (PSED)	New beginnings -Classroom routines and rules (discuss how this will help them to feel happy) -Support chn in making friends	Getting on and falling out -How to deal with anger e.g. when someone has taken a toy -Bonfire night safety	Going for Goals -Encourage the children to take turns and follow the rules in simple games, e.g. snakes and ladders.	Good to be me -Feelings – looking at facial expressions (what do they tell us about how the person is feeling)	Relationships -Encourage the children to form relationships within the classroom e.g. giving out the fruit, or carrying out small jobs to help the adults.	Changes -Transition -Discuss how they feel about moving to Reception and the changes that they will experience e.g. staying to lunch.
	Reception (PSED)	New beginnings -Classroom routines and rules (discuss how it makes adults feel) -Support chn in making friends	Getting on and falling out -How to deal with anger e.g. when someone has taken a toy -Bonfire night safety	Going for Goals -Board Games – taking turns – snakes and ladders/ supermarket game/ fishing for numbers – can they invent their own board game with rules	Good to be me -Feelings – looking at facial expressions	Relationships -Kim's game/ memory games	Changes -Transition -Discuss how they could help next year's Reception class

Theme for half term	'Relationships' (social/emotional)	'Living in the Wider World'	'Health & Well-being'	'Living in the Wider World'	'Health & Well-being'	'Relationships'
	(Islington SoW) NB: Wellness Lead to hold parent sessions in Spring term explaining content of the Drug, Tobacco & Alcohol Ed. and Relationships Ed. Lessons for Years 2-6					
Year 1	<p>Knowing What to Do (emotional)</p> <p>Name some feelings, know who to speak to at home and school if worried, learn school/class rules and routines. [Phase 1]</p> <p>BRITISH VALUES Stand alone introductory lesson in Week 1 to introduce British Values and what they look like/mean to your class. Outcome- mini class display Lead to email resources</p> <p>PROTECTED CHARACTERISTICS</p>	<p>Beginning to Understand Myself and Others (social)</p> <p>Know the qualities that make a good friend, begin to understand the ways that they are unique, being to understand that others may be different from them, explore the ideas of "fairness, right and kind".</p> <p>PROTECTED CHARACTERISTICS: age, disability, race, religion</p>	<p>Being a responsible Citizen (Taking part and belonging)</p> <p>Name some feelings, know who to speak to at home or school if worried, know school rules and routines. [Phase 2]</p> <p>BRITISH VALUES Each value to be taught by Aspiration Heroes in weekly assemblies</p>	<p>Learning about Money</p> <p>Recognise common British currency and understand its value, understand the difference between needs and wants and make basic choices about spending.</p> <p>BRITISH VALUES Each value to be taught by Aspiration Heroes in weekly assemblies</p>	<p>Islington SoW Drug, Tobacco & Alcohol Ed.</p> <ol style="list-style-type: none"> When I didn't feel well Different kinds of medicines Taking care with medicines What happens when things go into our bodies? What happens when things go onto our bodies? 	<p>Keeping Safe and Healthy</p> <p>Identify and carry out various actions that they can take to keep themselves in better long-term health, identify where they feel safe and less safe, explain how and where to cross a road safely.</p>
Year 2	<p>Developing Confidence (emotional)</p> <p>Understand more about their own feelings and how to manage them.</p> <p>Others and Me in my Class (social)</p> <p>Know who appropriate people are to tell, know how to tell appropriate people, identify groups to which they belong, begin to identify differences across the individuals in the class, school, area, country, and world.</p> <p>BRITISH VALUES Stand alone introductory lesson in Week 1 to introduce British Values and what they look like/mean to your class. Outcome- mini class display Lead to email resources</p> <p>PROTECTED CHARACTERISTICS</p>	<p>Being a Responsible Citizen (Rights and Responsibilities)</p> <p>Understand that everyone has rights and responsibilities as members of families and the wider community.</p> <p>PROTECTED CHARACTERISTICS: age, disability, race, religion</p>	<p>Keeping Money Safe</p> <p>Understand where money comes from, how to keep it safe and know that it can be used for different purposes, including spending and saving.</p> <p>BRITISH VALUES Each value to be taught by Aspiration Heroes in weekly assemblies</p>	<p>Keeping Myself Healthy</p> <p>Understand exercise helps them to keep healthy, that food choices can help keep them healthy, how to keep themselves clean, how to prevent the transfer of infections at a basic level, some things that change as a baby grows into an older person.</p> <p>BRITISH VALUES Each value to be taught by Aspiration Heroes in weekly assemblies</p>	<p>Islington SoW Drug, Tobacco & Alcohol Ed.</p> <ol style="list-style-type: none"> Getting help from adults we can trust (1) Getting help from adults we can trust (2) The role of medicines (1) The role of medicines (2) What happens to our bodies when we take medicines (1) What happens to our bodies when we take medicines (2) 	<p>Islington SoW Relationships Ed.</p> <ol style="list-style-type: none"> Girls and Boys Can... What is Male and Female? Labelling Male and Female Bodies (3b) Human Life Cycle Everybody Needs Caring For <p>PROTECTED CHARACTERISTICS: age, disability, gender</p>

Year 3	<p>Supporting Friends and Other People (social)</p> <p>Recognise the feelings of others without being told explicitly, know who their friends are and why, act supportively towards victims of bullying, take action when should they witness bullying.</p> <p>More About Me (emotional)</p> <p>Explain more about their choices and why they make them despite their preferences, when to listen to emotions, keep personal information safe, resisting pressure from others.</p> <p>BRITISH VALUES Stand alone introductory lesson in Week 1 to introduce British Values and what they look like/mean to your class. Outcome- mini class display Lead to email resources</p> <p>PROTECTED CHARACTERISTICS</p>	<p>Being a Responsible Citizen (Diversity and Society)</p> <p>Understand that a diverse range of people make up our community and the importance of respecting equality.</p> <p>PROTECTED CHARACTERISTICS: age, disability, race, religion</p>	<p>Safe and healthy at home, school and locally</p> <p>Explain to others how they can keep themselves safe and healthy; at school; at home; and in the locality.</p> <p>BRITISH VALUES Each value to be taught by Aspiration Heroes in weekly assemblies</p>	<p>Let's Go Shopping!</p> <p>Understand that you can pay for goods in a range of ways, keep simple financial records and recognise influences on choices about spending and saving.</p> <p>BRITISH VALUES Each value to be taught by Aspiration Heroes in weekly assemblies</p>	<p>Drug Aware SoW Drug, Tobacco & Alcohol Ed.</p> <ol style="list-style-type: none"> Alcohol/smoking affects everyone- how alcohol and tobacco use affects those around them. Drugs affect your brain- the effects of alcohol, caffeine, painkillers and nicotine. How drugs affect the brain and therefore the body/behaviour/feelings. If you start it's hard to stop- addiction, what is it? Help for stopping addictive drug use. Health hero- the degrees of the effects of a range of drugs (use vs misuse). 	<p>Islington SoW Relationships Ed.</p> <ol style="list-style-type: none"> Who's in my family? Special and different families Changing Body Parts 2a Feeling good about being different <p>PROTECTED CHARACTERISTICS: age, gender, disability</p>
Year 4	<p>Who are these People? (social)</p> <p>Understand the various types of relationships in their lives, be clear about ways of keeping safe online and in other cyber spaces, and comment on differences between their lives and the lives of others.</p> <p>Taking More Control (emotional)</p> <p>Make informed choices, know their areas of strength, be aware of persuasive language, threats and pressure from others, express their feeling in a positive way.</p> <p>BRITISH VALUES Stand alone introductory lesson in Week 1 to introduce British Values and what they look like/mean to your class. Outcome- mini class display Lead to email resources</p> <p>PROTECTED CHARACTERISTICS</p>	<p>Being a Responsible Citizen (The Environment)</p> <p>Understand the importance of respecting and protecting the environment.</p>	<p>Helping Others to Keep Safe</p> <p>Understand the need to manage risks anywhere, know when it is appropriate to seek emergency help, be aware of basic actions to take in emergency situations e.g, know how to ask for emergency help, know how to undertake basic First Aid.</p> <p>BRITISH VALUES Each value to be taught by Aspiration Heroes in weekly assemblies</p>	<p>Work and Money</p> <p>Understand basic concepts around savings accounts, lending and borrowing, paid employment and work of charities.</p> <p>BRITISH VALUES Each value to be taught by Aspiration Heroes in weekly assemblies</p>	<p>Drug Aware SoW Drug, Tobacco & Alcohol Ed.</p> <ol style="list-style-type: none"> Is it safe? Discussion about passive smoking, living with a smoker, environmental risks. Isn't it against the law? Smoking and the law research tasks. My body - my choice! Developing a class health charter, bringing together health, resilience and aspiration for the future. Smoking focus - support! 	<p>Islington SoW Relationships Ed.</p> <ol style="list-style-type: none"> Growing and Changing Puberty - How our bodies change (2b) Changing the way we keep clean Changing feelings and changing lives <p>PROTECTED CHARACTERISTICS: age, disability, gender</p>

<p>Year 5</p> <p>BRITISH VALUES PROTECTED CHARACTERISTICS</p>	<p>Being Strong (social) Being clear about the difference between confidential and secret, give praise and constructive feedback to others, confidently and appropriately challenge when there is a difference of opinion.</p> <p>BRITISH VALUES Stand alone introductory lesson in Week 1 to introduce British Values and what they look like/mean to your class. Outcome- mini class display. Lead to email resources</p>	<p>Living in the Wider World Being a Responsible Citizen (The Media) Discuss and debate topical issues concerning health and wellbeing and critique views presented by the media.</p>	<p>Friendship Week Guiding Question: Bullying: What can we do to prevent it?</p>	<p>Relationships (emotional) Moving on with Confidence and Clarity Be aware of the role of the media and advertising in portrayal of images, be aware of more of their strengths and areas for development, identify issues involved when changing schools and making new friends/keeping old ones.</p> <p>BRITISH VALUES Each value to be taught by Aspiration Heroes in weekly assemblies.</p>	<p>Islington SoW Relationships Ed. 1. Puberty - How Our Bodies Change 2. Understanding Menstruation and wet dreams 3. Feeling, Thinking and Doing – Changing Relationships 4. Changing Feelings and changing lives 5. Your Questions Answered</p> <p>BRITISH VALUES Each value to be taught by Aspiration Heroes in weekly assemblies. PROTECTED CHARACTERISTICS: age, disability, gender</p>	<p>Let's Make Money! Plan and manage a budget, calculate profit and loss, recognise value for money and understand financial risks associated with the internet.</p>	<p>'Drug Aware' SoW Drug, Tobacco & Alcohol Ed. 1. What harm could it do? The effects of drugs. 2. What could happen? Developing and transferring skills to different, unforeseen risk situations. 3. Why I choose not to use Positive benefits of a drug-free life. 4. Ruining your life- goal setting.</p>
	<p>Year 6</p> <p>BRITISH VALUES PROTECTED CHARACTERISTICS</p>	<p>Me and My Place in the World (social) Preparing cba to be able to leave school with confidence in having strategies to thrive in the future (people in authority over me, people I have positive/negative feelings for, skills/confidence to know when to ask for help and who to ask, skills to work cooperatively with others).</p> <p>BRITISH VALUES Stand alone introductory lesson in Week 1 to introduce British Values and what they look like/mean to your class. Outcome- mini class display. Lead to email resources</p>	<p>Being a Responsible Citizen (Democracy and Government) Have a basic knowledge of the UK democratic system of Government and how individuals and communities contribute to this.</p>	<p>Friendship Week Guiding Question: Bullying: Why is it so damaging?</p>	<p>Staying Safe and Healthy and Asserting Myself Feel confident in their knowledge of how they can keep themselves safe and healthy as they move on to secondary schools and adulthood.</p> <p>Relationships (emotional) Celebrate the Past and Welcome the Future Recognise their strengths, be aware of those areas with which they may need support, know how to ask for support, know some ways of managing pressure.</p> <p>BRITISH VALUES Each value to be taught by Aspiration Heroes in weekly assemblies.</p>	<p>Drug Aware' SoW, Drug, Tobacco & Alcohol Ed. 1. Drug facts- exploring how differing experiences colour or alter risk perception. 2. Is it cool, is it true? the law on supply, purchase and use of drugs. 3. Getting the message across! Understanding what is acceptable/unacceptable in friendships and when influences may be good or bad. 4. The hard sell! How advertising/peers/culture seek(s) to influence choices. 5. Fear or reality? 6. Future me- health campaign</p> <p>BRITISH VALUES Each value to be taught by Aspiration Heroes in weekly assemblies.</p>	<p>Money in My Future Understand that finance plays an important role in people's lives and can recognise links between learning, the world of work and future economic well-being.</p>

<p>BRITISH VALUES</p> <ul style="list-style-type: none"> • The Rule of Law • Democracy • Individual Liberty • Mutual Respect • Tolerance of Faiths and Beliefs 	<p>PROTECTED CHARACTERISTICS</p> <ul style="list-style-type: none"> • Age • Disability • Sexual orientation • Gender reassignment • Race • Religion or belief • Marriage or civil partnership • Sex (gender) • Pregnancy and maternity
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APPENDIX B

Personal, Social and Emotional Development in Early Years Foundation Stage:

'Development Matters' outlines what children attaining a good level of development (GLD) in PSED should be able to do by the end of the phase. Our Nursery and Reception teachers plan and teach their PSED lessons within the following three strands, to allow for this.

- Self regulation
- Managing self
- Building relationships

