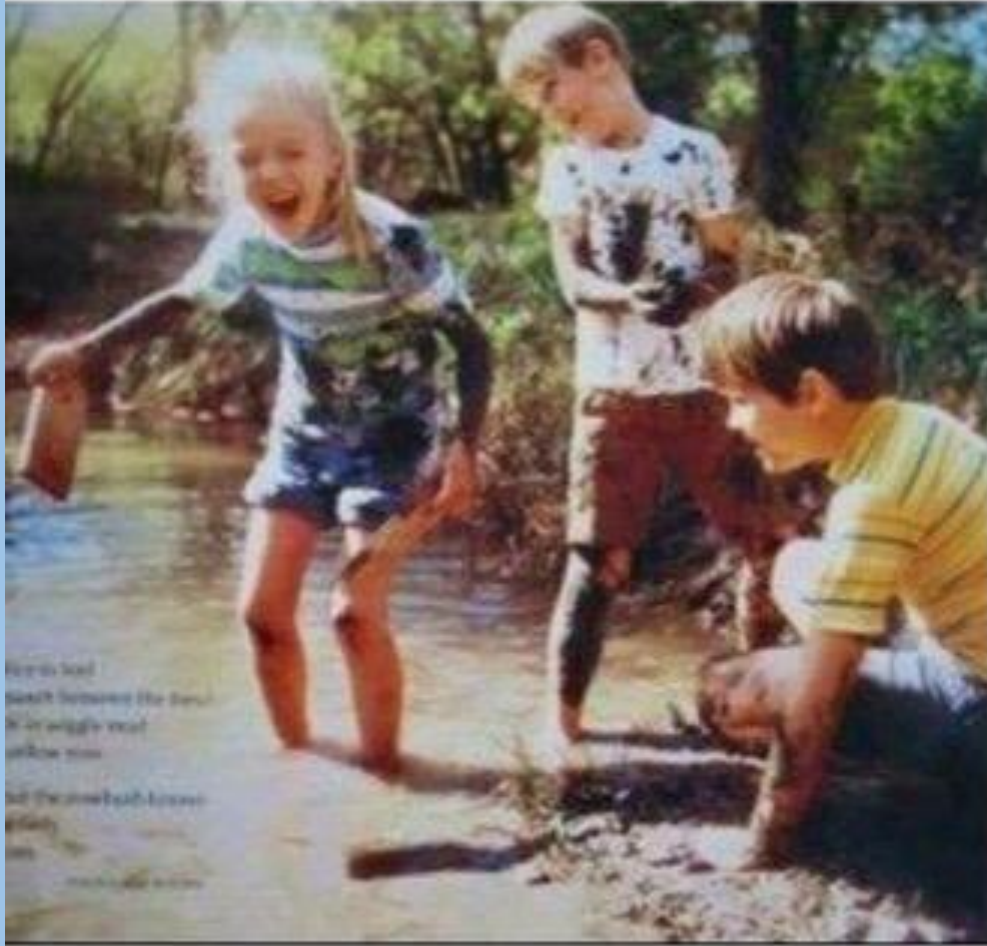


SO GLAD I GREW UP



DOING THIS



NOT THIS

What we want to cover

- New PSHE curriculum
- RSE updated policy
- Behaviour updated Policy and practise

What is Education?

- Education - is the transmission of [knowledge](#) and [skills](#) and the development of [character traits](#).
- Factual not conjecture
- We are not here to determine or persuade your children to make certain life choices, just to educate them about the world that surrounds those choices.

Where are we now?

- Leaders have established a powerful vision, 'together we achieve the extraordinary'
- This school makes learning **IRRESISTIBLE** for pupils.
- Behaviour is **EXEMPLARY**.
- Pupils are rightly proud of their school and see themselves as **ROLE MODELS** for future generations of learners
- Pupils are **ENTHRALLED** by their learning, so lessons are calm and focused.
- Children in early years get off to a **FLYING START** with phonics.
- Skilled adults in the school's nurture provision provide **EXCEPTIONAL** support for pupils with SEND.
- Pupils with SEND are **FLOURISHING**.
- Staff make sure that pupils have many opportunities to revisit their learning. This is helping them to become **FLUENT** mathematicians.

The school's work to promote pupils' personal development is **EXCEPTIONAL**.



Restorative Practice



Curious learning ethos



Children's Mental Health week



Outdoor learning



Forest School



Creative curriculum



Mindmate sessions



Well-being Wednesday



Therapeutic classrooms



Trauma informed teaching



Context and Barriers: Societal change over the last 20 years

The 'On Demand' effect:

- **Behaviour observed:** Struggle to be patient, flitting from one activity to the next, constant check ins with adults
- **Potential reasons:** can get what they want instantly e.g. TV on demand, Time poor society, Social media shaming

'Creative Block':

- **Behaviour observed:** Struggle to innovate, struggle to contextualise, struggle to problem solve
- **Potential reasons:** Screen time, creates instead of stimulates. No need for creation of imagery as it is already done for them.

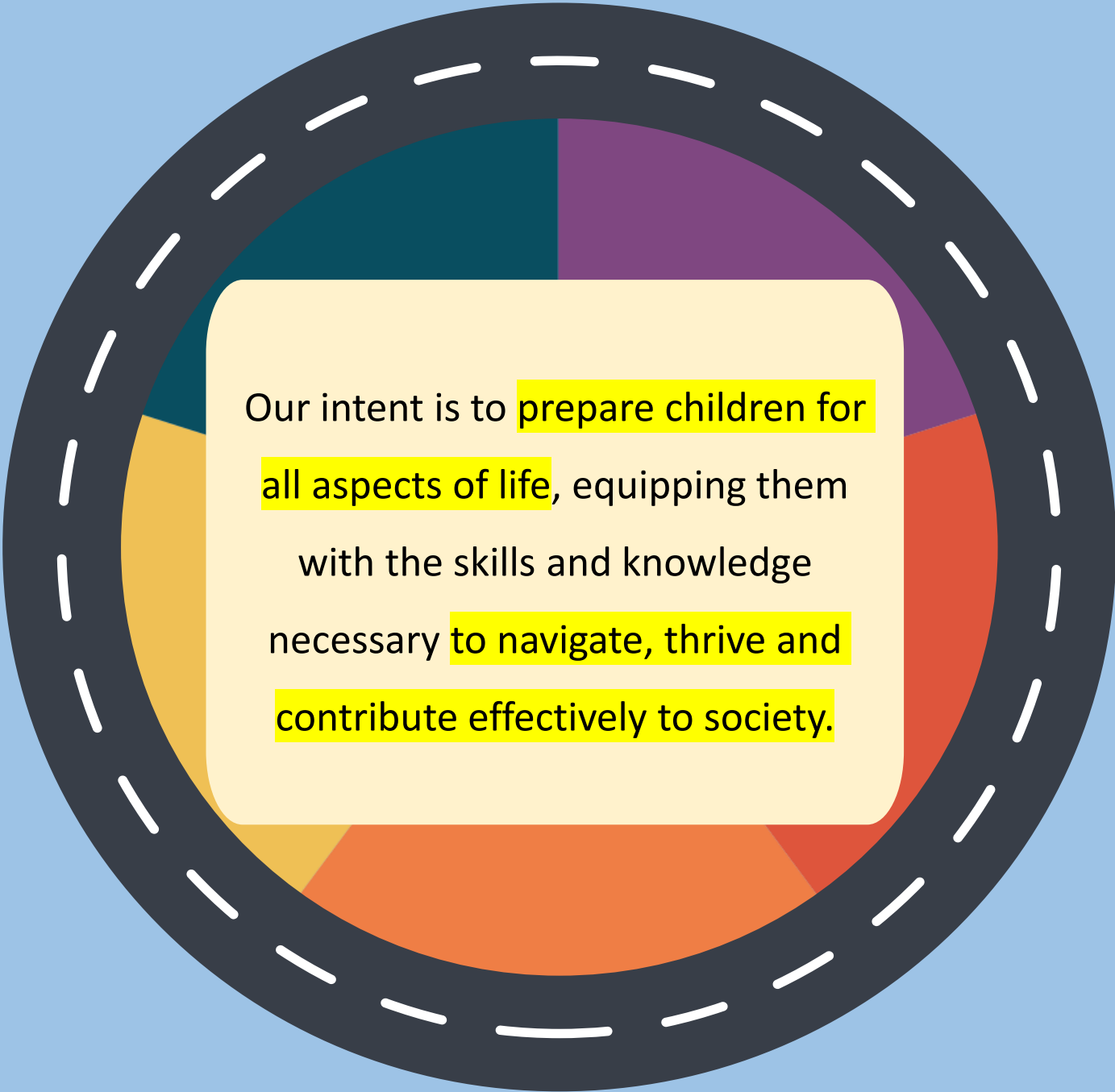
The 'Big Blame':

- **Behaviour observed:** In society, when everything goes wrong blame has to be found. Creating blame culture instead of self-reflection and learning culture.
- **Potential reasons:** Self-preservation, 'If it's someone else's fault I don't have to change.'

'Primal control':

- **Behaviour observed:** Not following instructions to the point of tantrums and disrespectful behaviour
- **Potential reasons:** Research and social media shaming. Trying to give children choice leading to children taking overall control

Video



Our intent is to prepare children for all aspects of life, equipping them with the skills and knowledge necessary to navigate, thrive and contribute effectively to society.

Our goal is to empower children with the strategies and tools to navigate the social and emotional complexities and rewards of life effectively.

We strive to foster resilience, respect, and empathy, ensuring that students develop the capacity to care for others.

Key Skills:

-  **Self-Awareness**
-  **Self-Management**
-  **Social Awareness**
-  **Relationship Skills**
-  **Responsible Decision
Marking**



Key Skills:

-  **Celebrating Me**
-  **Calming Me**
-  **Community & Me**
-  **My friends & Me**
-  **Choices & Me**





Self-Awareness

Celebrating Me

- The ability to accurately recognise one's own emotions, thoughts, and values and how they influence behaviour.
- The ability to accurately assess one's strengths and limitations with a well-grounded sense of confidence and optimism.

- Identifying emotions
- Accurate self-perception
- Recognising strengths
- Self-confidence
- Self-efficacy

Celebrating Me

- Naming my feelings.
- Knowing myself.
- Seeing what I'm great at.
- Believing in myself.
- Putting confidence in myself.



Self-Management

Calming Me

- The ability to successfully regulate one's emotions, thoughts and behaviours in different situations.
- This includes: effectively managing stress, controlling impulses, and motivating oneself.
- The ability to set and work towards personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal setting
- Organisational skills

Calming me

- Thinking before I act.
- Staying calm during stress.
- Keeping myself on track.
- Trying without giving up.
- Dreaming and planning my goals.
- Organising myself.



Relationship Skills

My Friends & Me

- The ability to establish and maintain healthy relationships with diverse individuals and groups.
- The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively and seek and offer help when needed.
- We want to create an environment that affirms positive childhood experiences, perhaps overcoming adversity and lack of protective factors.
- Communication
- Social engagement
- Relationship building
- Teamwork

My friends and me

- Sharing ideas and feelings with kindness and respect.
- Joining community fun and learning.
- Making and maintaining friendships.
- Working together in community.



Social Awareness

Community & Me

- The ability to take the perspective of and empathise with others.
- The ability to understand social and ethical norms for behaviour.
- To recognise family, school and community resources and supports.
- Understanding emotions
- Empathy/sympathy
- Appreciating diversity
- Respect for others

Community & Me

- Understanding my feelings.
- Feeling with and for others.
- Respecting the differences that make us stronger.
- Being kind and fair to all.



Responsible
Decision Making

Choices & Me

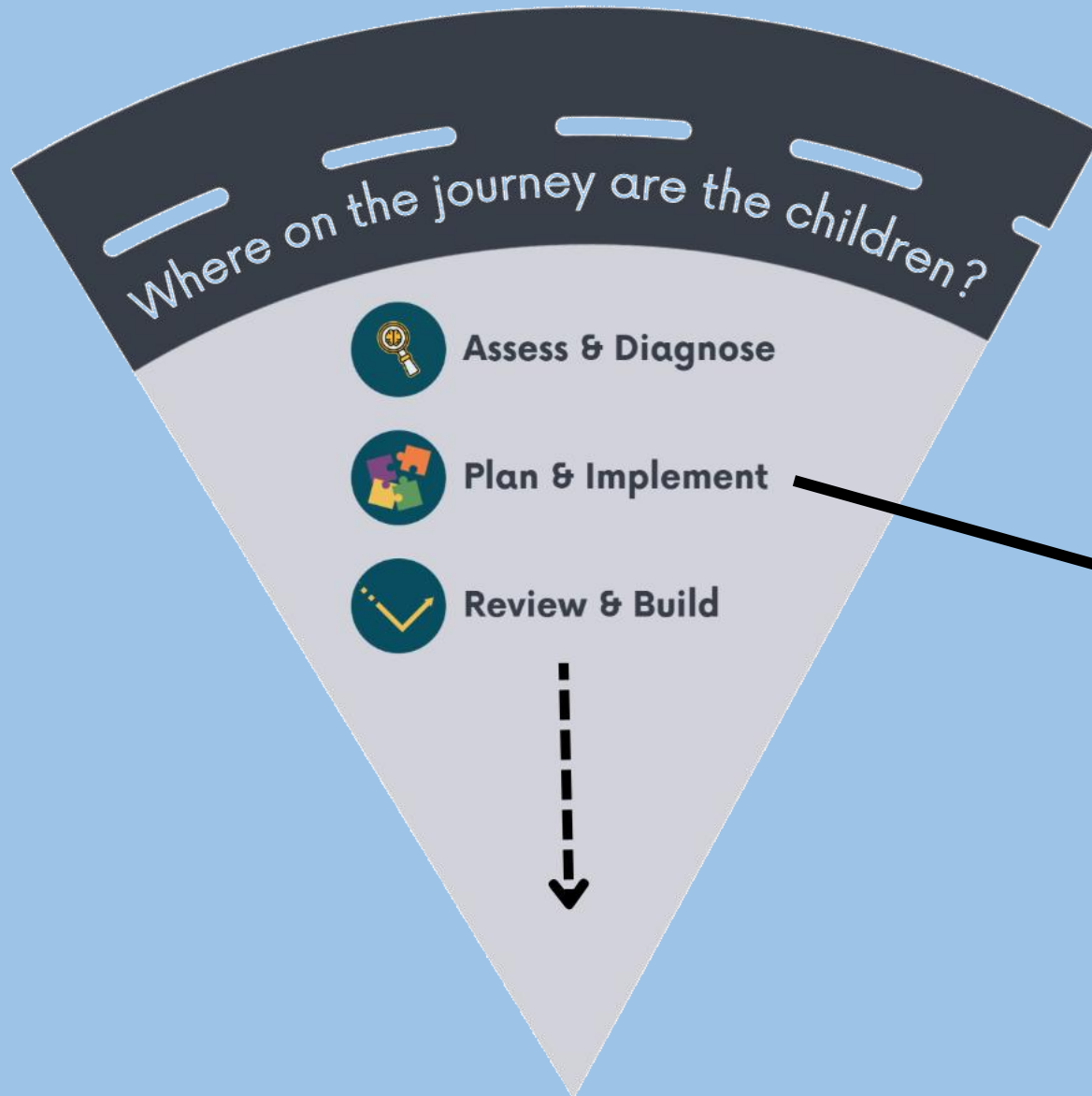
- The ability to make constructive choices about personal behaviour and social interactions.
- The realistic evaluation of consequences of various actions and a consideration of the wellbeing of oneself and others.
- Identifying problems
- Analysing solutions
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Choices & Me

Think, decide, stand with pride!

- Finding what's wrong.
- Thinking of ways to fix what's gone wrong.
- Trying to fix problems.
- Reflecting on my actions and feelings.
- Knowing my responsibility to do what's right.

Key Skill



Goal End Point

[Link to progression plan](#)



Key Implementation Elements

- Explicit teaching and modelling
- Oracy / P4C
- Concrete experiences (outdoor learning, Forest School, concrete resources, active scenarios)
- Intervention groups

[KS1 Planning](#)

[LKS2 Planning](#)

[UKS2 Planning](#)

RSE policy update

- Healthy relationships
- Online safety
- Latest contextual issues e.g. child on child,
- British Values – Tolerance, Respect, Liberty, Democracy, rule of law
- Most is Statutory one aspect for Sex education is not:
 - Sexual intercourse and conception (Historically – Contraception has arisen)
 - Parents have a right to withdraw from this

Celebrating Me (Self-Awareness)

- * 1. Recognise people who care for them (e.g., parents, carers, siblings).
- * 5. Understand that their body belongs to them and where personal boundaries are.
- * 5. Know it's okay to talk to an adult if they feel sad or unsafe at home.
- * (Science) I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- * (Science) I have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.
- * (Science) I can notice that animals, including humans, have offspring which grow into adults.
- * (Science) I should be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.
- Growth mindset

Calming Me (Self-Management)

- * 5. Begin to recognise if someone is unkind and when to ask for help.
- * 2&3. Learn to say please, thank you, and show good manners.
- * (Science) I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- Looking after my belongings.
- * Healthy diet and living.
- * Physical health (including impact of technology on our health)
- * Dental hygiene
- Transition to KS2

Choices & Me (Responsible Decision Making)

- * 4. Know that we only talk to people online with an adult's permission.
- * 4. Understand that people online may not be who they say they are.
- * 4. Begin to learn basic online safety rules (e.g., tell a grown-up if unsure).
- * 4. Know to tell a trusted adult if someone makes them feel uncomfortable.
- * 1&5. Understand what secrets are safe (e.g., birthday surprise) and unsafe (e.g., if someone is being hurt).
- Independence to solve problems.
- * Money matters
- * Keeping safe (including road, water, rail and fire safety)
- * Individual liberty (assemblies)

Statutory (*has to be discreetly taught) Guidance
Pupils Should Know by end of Primary:

- About Families and people who care for them
- About Caring friendships
- Respectful, Kind relationships
- Online relationships, safety and awareness
- Being safe

Non-Statutory Guidance:

- Sex Education

My Friends & Me (Relationship Skills)

- * 2. Understand what makes a good friend (e.g., kind, helpful, fun).
- Know how to make friends and how to include others in play.
- * 2&3. Understand that friends sometimes disagree and how to say sorry.
- * 3. Know that it's wrong to make fun of people or leave them out.
- * 3. Know about safe and unsafe touch.
- Voice & tone (assemblies)
- * Tolerance of others (assemblies)

**Community & Me (Social Awareness)**

- * 1. Know that families love and care for each other.
- * 1. Understand that families can look different but all deserve respect.
- * 1. Understand that everyone is different and that's okay.
- * 3. Know that we should treat everyone kindly and with respect.
- * Celebrating differences (assemblies)
- Fairness (assemblies)
- * Mutual respect (assemblies)

Celebrating Me (Self-Awareness)

- * 1. Begin to understand that family relationships can change and sometimes have problems.
- * 5. Know where to get help if family relationships make them unhappy.
- * 3. Know the importance of self-respect and how to feel good about themselves.
- * (Science) I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- * (Science) I can describe the life process of reproduction in some plants and animals.
- * (Science) I should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.
- * (Science) I can describe the changes as humans develop to old age.
- * (Science) I should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty, including menstruation.
- * (Science) I could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.
- * Influence of media (including TikTok)

Calming Me (Self-Management)

- * 2. Recognise when a friendship is making them feel bad and how to get help.
- * 1&3. Learn how to respect people who are different in appearance, beliefs, or background.
- * 5. Know how to say “no” if something makes them uncomfortable.
- Responsibility of belongings
- Goals for learning inside and outside of school (assemblies)
- Transition
- * Healthy living (assemblies)

Choices & Me (Responsible Decision Making)

- * 4. Understand that people online can behave differently from real life.
- * 4 Learn how to be kind and respectful online.
- * 4. Begin to identify online risks and what to do if something feels wrong.
- * 4. Understand why it's important not to share personal information.
- * 5. Understand the difference between safe and unsafe secrets.
- * 5. Learn how to ask for help and talk to trusted adults.
- Independence to solve problems
- *Money matters (including saving and spending)
- *Individual liberty (including responsible decision making within the law) (assemblies)

Statutory (*has to be discreetly taught) Guidance Pupils Should Know by end of Primary:

1. About Families and people who care for them
2. About Caring friendships
3. Respectful, Kind relationships
4. Online relationships, safety and awareness
5. Being safe

Non-Statutory Guidance:**Sex Education****My Friends & Me (Relationship Skills)**

- * 2&3. Know how to build and maintain positive friendships.
- * 2. Understand the importance of being loyal and telling the truth.
- * 2. Learn how to resolve arguments fairly and understand different points of view.
- * 3. Learn how to treat adults, teachers, and peers with respect.
- * Fairness whilst playing.
- Giving and receiving compliments.
- * Tolerance of others. (assemblies)

**Community & Me (Social Awareness)**

- * 1. Understand what a healthy family looks like (love, care, time together).
- * 1. Know that families may include different people and that all should be respected.
- * 3. Understand what bullying is and that it's never okay (including name-calling or online).
- * 5. Understand personal boundaries and how to respect others' boundaries.
- * Celebrating differences. (assemblies)
- *Bullying (assemblies)
- Fairness (assemblies)
- * Democracy (assemblies)

Celebrating Me (Self-Awareness)

- * 1. Understand that stable relationships provide security for children.
- * 1&5. Know how to recognise and seek help if a family relationship feels unsafe.
- * 4&5. Understand personal boundaries in more complex situations (e.g., peer pressure, digital communication).
- * 5. Know the vocabulary to talk about body safety and privacy.
- * (Science) I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- * (Science) I can describe the life process of reproduction in some plants and animals.
- * (Science) I should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.
- * (Science) I can describe the changes as humans develop to old age.
- * (Science) I should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
- * (Science) I could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.
- * Influence of media
- Role models (assemblies)
- *Signs of ill-health
- Peer pressure (assemblies)

Calming Me (Self-Management)

- * 3. Know when and how to ask for help if feeling excluded or hurt by a friend.
- * 3. Explore how respect works in different settings (school, home, community).
- * 5. Know how to report abuse and who to go to for help, including helplines and child protection services.
- * Physical health (including: sleep, exercise, washing hands, dental health)
- * Facts relating to allergies, immunisation and vaccination
- *Law and order (assemblies)
- *Keeping safe (including first aid and risk & impulse control) (assemblies)
- SATs, transition

Choices & Me (Responsible Decision Making)

- * 4. Recognise that not everyone online is trustworthy.
- * 4. Learn how to think critically about information and friendships online.
- * 4. Understand how to protect their own and others' privacy.
- * 4. Know how to report online concerns to a trusted adult or appropriate platform.
- * 4. Understand how to respond to unsafe situations, including online.
- Sexual intercourse and conception (Historically – Contraception has arisen)
- *The influences and risks of: medicines, tobacco, drugs and vaping
- Healthy diet (including ethical and sustainable eating)

Statutory (*has to be discreetly taught) Guidance
Pupils Should Know by end of Primary:

1. About Families and people who care for them
2. About Caring friendships
3. Respectful, Kind relationships
4. Online relationships, safety and awareness
5. Being safe

Non-Statutory Guidance:

Sex Education

My Friends & Me (Relationship Skills)

- * 2. Know the qualities of strong friendships (trust, support, kindness).
- * 2. Understand that friends may fall out but can make up in healthy ways.
- * 3. Learn how to manage peer pressure and unhealthy friendships.

**Community & Me (Social Awareness)**

- * 1. Deepen understanding of the variety and importance of families.
- * 1. Learn about commitment in relationships, including marriage and civil partnerships.
- * 3. Understand what stereotypes are and why they can be harmful.
- * 3. Learn how to show respect for people with different beliefs, interests, and identities.
- *Bullying, discrimination, stereotypes, prejudice, misogyny (assemblies)
- *Democracy (assemblies)
- *Fairness (including law and order)
- *Mutual respect (assemblies)

Behaviour policy update

- Behaviour is already good but we always want to be improving
- Since 2018 we have -912 from July '18 – July '25 (-192 Red Behaviours, -721 Yellow behaviours) and -175 from July '24 (-6 Red Behaviours, -169 Yellow behaviours)
- Zones of regulation
- Consequences – Children to put back into community (Community service)