

# **Cookridge Primary School**

## **Personal, Social, Health and Education Policy**

### **2025- 2028**



***Ratified by governing body - October 2025***

***Review every 3 years or earlier if legislation changes  
– September 2028***

**The PSHE Policy will be published on the school website.**

## **1. Policy context and Rationale**

This policy covers our school approach to help our pupils develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, happy, independent lives now and in the future.

It was produced in consultation with all stakeholders.

We are committed to the ongoing development of Personal, social, health and Economic education (PSHE) in our school. Pupils have been involved in the creation of this policy through pupil perception data (My Health My School survey, pupil voice within school via RP Reps).

Cookridge primary school will monitor PSHE within all elements of the curriculum as well as discrete sessions where appropriate. A child's learning and progress will be evaluated within the sessions and extra intervention will be provided if the child is lacking understanding of the topics covered. It will be reviewed in June 2022.

## **2. Policy Availability**

Parents/carers were consulted through the curriculum overview presented on the website and presented at the parent consultation event. This policy document is freely available on request to the whole school community. A copy of the policy can be found on the school website. A physical copy of the policy is available from the school office on request.

## **3. Policy aims and objectives**

The DfE report 'Preparing Young People for Adult Life' stated that 'Society has a responsibility to help children and young people to meet the challenges of life by helping them to understand and value themselves, be optimistic about the future and life's possibilities, and to develop positive self-esteem, confidence and to take increasing control of, and responsibility, for their lives and play an active part in their own communities. Personal, Social and Health Education, including Sex Education and Drug Education, provides a whole school strategy for working in partnership with parents and others to help children to overcome the social pressures they face and the barriers they present to learning and achievement' (Preparing Young People for Adult Life – DfE)

PSHE education can be defined as a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future.

As part of our whole school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

The benefits to pupils of such an approach are numerous as PSHE prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. (PSHE Association July 2013)

#### **4. Creating a safe and supportive learning environment**

We will ensure a safe learning environment and ensure that pupils have the opportunity to ask questions, anonymously if they require. Staff are careful to ensure their personal beliefs and attitudes do not influence the teaching of PSHE.

If pupils are to benefit fully from a PSHE programme, they need to be confident speakers, good listeners and effective, sensitive communicators. When the needs of pupils are analysed, of overriding importance are two key areas: they need to feel safe and be safe. Staff will create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the pupils. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

Each class will establish their own ground rules for PSHE led by the pupils but the main principles that will be within the rules are:

- We listen to each other.
- We do not say or do anything that would hurt another person.
- We do not use people's names within an open forum.
- We signal when we want to say something.
- We may say pass.
- If a game involves touch we may sit and watch before making a decision to join in.

If a child is thought to be 'vulnerable' or 'at risk' and displays so during a PSHE session, the schools normal safeguarding procedure will take place.

#### **5. Entitlement and equal opportunities**

All pupils, whatever their experience, background and identity, are entitled to quality PSHE that helps them build confidence and a positive sense of self, and to stay healthy. All classes include pupils with different abilities and aptitudes, experiences and religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach, and use of inclusive language reflects the diversity of the school community, and helps each and every pupil to feel valued and included in the classroom.

We promote the needs and interest of all pupils. The school's approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of pupils to ensure all can access the full PSHE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is an important vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all, including those pupils new to English.

As a school, we ensure PSHE fosters gender equality and LGBT+ equality as through the Equality Act 2010, we have a lawful duty to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010. All our PSHE lessons will be taught as a mixed class, and we will not be segregating genders in order to comply with this act.

##### Ethnicity, religion and cultural diversity:

Our policy values the different backgrounds of all pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

## **6. Special Education needs and disabilities (SEND)**

Cookridge primary school recognises the right for all pupils to have access to PSHE education learning which meets their needs. We ensure PSHE is inclusive and meets the needs of all our pupils including those with special educational needs and disabilities (SEND) by offering provision appropriate to the particular needs of our pupils, taking specialist advice where necessary. Staff will differentiate lessons to ensure that all members of the class can access the information fully. The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

## **7. Intended outcomes**

Our approach to PSHE consists of a comprehensive and developmental programme of teaching and learning, which is delivered in the context of a Healthy School where the health and wellbeing of pupils and of the whole school community are actively promoted. Our PSHE programme has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's stated aims and objectives.

Our PSHE programme helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future, as individuals, parents/carers, workers and members of society. It is embedded within the wider learning offered by the school to ensure that pupils experience positive relationships with adults and with each other and feel valued, and that those who are most vulnerable are identified and supported. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community.

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

Within this, the school aims to develop pupils' understanding of:

- identity, including personal qualities, attitudes, skills, attributes and achievements and what influences these
- relationships, including different types and in different settings
- a healthy lifestyle, including physically, emotionally and socially
- a balanced lifestyle, including within relationships, work-life, exercise and rest, spending and saving and diet
- risk, including identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others
- safety, including behaviour and strategies to employ in different settings
- diversity and equality, in all its forms
- rights, including the notion of universal human rights, responsibilities including fairness and justice and consent in different contexts
- change and resilience, the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance
- power in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes
- career, including enterprise, employability and economic understanding

## **8. Learning and Teaching**

We recognise that an interactive approach to PSHE will better develop the skills of our pupils, and also that, it is more likely to meet their needs. We involve pupils in the evaluation and development of their PSHE in ways appropriate to their age.

We will involve pupils through:

- discussions with small groups of pupils
- questionnaires/surveys (e.g. the My Health My School Survey)
- draw and write activities
- the use of anonymous question boxes ('ask it' baskets)
- self-assessment activities
- pupil focus groups formed specifically for PSHE
- pre and post assessment activities for PSHE
- RP rep meetings to feedback on pupil voice
- full class consultation activities which ensure all pupils have a voice in the process

Our PSHE programme will be planned and delivered based on the guidance provided by the PSHE Association. This programme of study has been approved by the DfE and the resources it provides. Pupils receive their entitlement for PSHE through a spiral curriculum which demonstrates progression. The PSHE programme is delivered through a variety of opportunities including:

- designated PSHE time
- frequency of sessions
- school ethos
- small group work
- cross curricular links e.g. science, computing, RE
- assemblies

We will determine our pupil's prior knowledge to lead our starting point before teaching the PSHE topic. We will find out what they already know and understand, are able to do and are able to say, and then use this to lead and guide our planning of the topic. Our PSHE programme will be taught through a range of teaching methods (see appendix 1)

We will ensure that sessions, including those on risky behaviours, remain positive in tone by not attempting to induce shock or guilt but focuses on what children and young people can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

We will help pupils make connections between their learning and 'real life' behaviours by providing opportunities for the children to make real decisions about their lives, to take part in activities which simulate adult choices and, where they can, demonstrate their ability to take responsibility for their decisions.

### **(i) Timetabling**

We allocate at least 40 minutes curriculum time to PSHE education. Each class's PSHE session takes place at different times, and as we try and employ a 'spiral curriculum' we also try and incorporate PSHE into other subjects as well.

Sometimes, teachers may find it appropriate to have PSHE enrichment days which are additional to the timetabled slots the children have. These will be good if a particular issue or topic needs enhancing and the teacher feels extra teaching and learning is needed.

As our school, we are very proud to receive our 'Mindmate Champion badge'. This means that we also teach a mindmate lesson every half term to each year group. More details on this can be found on the school's webpage.

## **(ii) Assessment**

We will assess pupils learning and progression using the Programme of study objectives outlined by the PSHE association, and use this document to follow the children throughout their school life so the progression is clear.

We assess pupils' learning in PSHE in line with approaches used in the rest of the curriculum (including assessment for learning). We report to parents/carers at the end of the school year on pupils' learning and progress within PSHE.

Assessment methods:

- baseline or pre-assessment (essential for needs-led PSHE)
- needs assessment is used to identify existing knowledge and skills of pupils
- assessment is built into the PSHE programme to inform planning
- summative assessment takes place at the end of each unit
- pupil self-assessment is used where appropriate
- assessment focuses on knowledge as well as skill development and attitudes
- all class teachers have assessment sheets to support the module to record progress
- identify pupils who have exceeded or fallen short of the module objectives and those that have achieved it
- teachers will keep a note of pupils who have missed some or the entire module due to absence from school
- pupil progress and achievement is reported to parents/carers
- pupil achievement in PSHE is celebrated and shared

## **(iii) Teaching responsibility and staff training**

The PSHE Leader has responsibility for coordinating the subject and ensuring that staff and parents are well informed about the PSHE policy. It is also the role of the Headteacher and Governors to ensure that members of staff receive sufficient training and that PSHE is implemented and evaluated effectively.

PSHE will be taught by the teaching staff and HLTA's. They will:

- ensure that they are up to date with the school policy and curriculum requirements regarding PSHE
- attend and engage in professional development training around PSHE provision, including individual and whole staff training/inset, where appropriate
- attend staff meetings to be introduced to any new areas of work and review the effectiveness of the approaches used
- report back to the PSHE leader on any areas that they feel are not covered or inadequately provided for in the school's PSHE provision
- encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them
- follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone

- ensure that their personal beliefs and attitudes will not prevent them from providing balanced PSHE education in school
- tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs, culture and sexual orientations, including those pupils with special educational needs
- ask for support in this from the school SEND coordinator or the PSHE leader, should they need it

As a school, it is our responsibility to:

- keep parents/carers informed about all aspects of the PSHE curriculum, including when it is going to be delivered through the school website
- gather parent /carers views on the policy and take these into account when it is being reviewed

Where appropriate, we may use visits and visitors from external agencies or members of the community to support PSHE. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. When visitors are used to support the programme, the school's policy on use of visitors will be used. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy, and any other relevant policies, and expected to comply with the guidelines outlined within it.

Residential trips can make a significant contribution to pupils' personal development. When planning such visits, we use opportunities to promote pupils' learning in relevant areas of the PSHE curriculum. Our partnership with the local community is also a priority, and we recognise and value its contribution to the PSHE programme.

Before involving visitors in any aspect of PSHE, teachers will ensure that:

- the visitor understands the school's confidentiality policy, values and approach to the educational programme
- there is appropriate planning, preparatory and follow up work for the sessions
- the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the pupils involved, including where there may be a specific issue relating to child protection
- the teacher needs to be part of the experience in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have
- the guidelines and checklist (Appendix 2a and 2b) should be used with the visitor to ensure success

#### **(iv) Confidentiality and handling disclosures**

The nature of PSHE means that pupils may disclose personal information that staff will respond to appropriately. The classroom is never a confidential place to talk, and that remains true in PSHE. Pupils will be reminded that lessons are not a place to discuss their personal experiences and issues, or to ask others to do so, through the establishment of ground rules. Any visitor to the classroom will be bound by the school's policy on confidentiality, regardless of whether they have, or their organisation has, a different policy. We will make sure visitors are aware of this, and make sure there are enough opportunities for pupils to access confidential support after the lesson if they need it.

Any information disclosed to a staff member or other responsible adult, which causes concern about the pupil's safety, will be communicated to the designated person as soon as possible and always within 24 hours, in line with our safeguarding and child protection policy.

If a pupil tells a health professional, such as the school nurse, something personal on a one-to-one basis outside of the classroom, our school's confidentiality policy will help us to decide whether that person can keep that information confidential, or whether they need to seek help, advice, or refer to someone else. We will also signpost pupils and their families, where appropriate, to on and offline community, health and counselling services so pupils know where to go for confidential help and advice.

Techniques used in school to minimise the chance of pupils making a disclosure in class include:

- de- personalising discussion
- puppets
- using role play to 'act out' scenarios
- appropriate DVDs and TV extracts
- case studies with invented characters
- visits to/from outside agencies

If you need to know more information regarding the schools safeguarding/child protection policy then please look on the school website for access to these policies.

#### **(v) Responding to pupils' questions**

We acknowledge that sensitive and potentially difficult issues will arise in PSHE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for PSHE. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader/ Child Protection Officer. Questions may be referred to parents/carers if it is not appropriate to answer them in school.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

Ground rules are essential when discussing sensitive subject matters (see section about ground rules). Staff will establish clear parameters about what is appropriate and inappropriate in a whole-class setting by for example:

- staff will set the tone by speaking in a matter-of-fact way
- pupils will be encouraged to write down questions, anonymously if desired, and post them in the ask it basket.
- staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up
- if a verbal question is too personal, staff will remind the pupils of the ground rules
- if a question is too explicit, feels too old for a pupil, is inappropriate for the whole-class, or raises concerns, staff will acknowledge it and attend to it later on an individual basis
- staff will not provide more information than is appropriate to the age of the pupil

If staff are concerned that a pupil is at risk of abuse, the designated teacher will be informed and the usual child protection procedures followed.

### **9. Involving parents and carers**

Our school recognises the key role that parents/carers fulfil in supporting their children through their personal development and the emotional and physical aspects of growing up. Therefore, we seek to work in partnership with parents/carers when planning and delivering PSHE.



The school will encourage this partnership by:

- keeping parents/carers informed about all aspects of the PSHE curriculum, including when it is going to be delivered
- gathering parent /carers views on the policy and take these into account when it is being reviewed
- expecting parents/carers to share the responsibility of PSHE and support their children
- encouraging parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through PSHE
- providing support and encourage parents/carers to seek additional support in this from the school where they feel it is needed

Our school expects Parent and carers to:

- share the responsibility of PSHE and support their children's personal, social and emotional development.
- create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through PSHE
- provide support and seek additional support in this from the school where they feel it is needed

## **10. Review date**

This policy will be effective from October 2025 and will be reviewed 3 years later in September 2028.

The PSHE policy will be reviewed by governors and teaching staff and any changes implemented as necessary following consultation.

This will ensure that it continues to meet the needs of pupils and is in line with current Department for Education advice and guidance.

# SEMH and PSHE

## **Intent:**

As a school, we welcome families from diverse faiths and cultures, and work with them and the local community to provide the very best for any child. In partnership with parents, we strive to foster resilience, respect, and empathy, ensuring that students develop the capacity to care for others. 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 are committed to cultivating an inclusive and supportive learning environment where students feel safe to take risks, learn from their mistakes, and grow. We want our children to aim high with a tradition of pride in what they and others do, creating a happy, aspirational school community that moulds our future society into one to be proud of.

Our SEMH and PSHE intent also encompasses the equalities act in its entirety and, as outlined in our equalities statement, recognising that protected characteristics are a right of every human being in order for them to be the person they want to be.

## **Implementation:**

SEMH and PSHE at Cookridge Primary School will cover the Government expectations of a good PSHE provision through the implementation of the following:

- Clearly document the skills progression throughout every year group of the primary phase. These will be displayed on the school website for all members of the school community to access.
- Provide Long Term plans outlining the intended teaching of the SEMH and PSHE knowledge and skills progression.
- Train staff to use the knowledge and skills progression document to plan and teach effectively, in order for children to be able to research, debate and present information.
- Monitor the impact of its teaching of SEMH and PSHE and look for successes and areas of development. We will do this using triangulation activities such as data collection, observations, pupil voice, work scrutiny, internal and external moderation and discussions with staff.
- Maintain opportunities for recapping previous learning.
- Give subject leaders time to monitor the impact of the SEMH and PSHE curriculum taught on children's learning. Reporting back to staff on areas for development.

## **Impact:**

- Use data to measure impact of SEMH and PSHE implementation – performance of different groups e.g., PPG, year groups, gender

- Use triangulation activities to help evidence impact - observations, pupil voice, work scrutiny, internal and external moderation, impact on other areas of the curriculum and discussions with staff.
- We will know the children of focus by analysing triangulation activities which highlight those children who are struggling or are stuck.
- Is the subject Intent statement a reality? If not, why not?
- Create future actions based on self-assessment of subject area.

## **Level Expected at the end of EYFS**

### **Personal, Social and Emotional Development (Self-Regulation)**

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  
Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  
Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### **Personal, Social and Emotional Development (Managing Self)**

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  
Explain the reasons for rules, know right from wrong and try to behave accordingly.  
Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### **Personal, Social and Emotional Development (Building relationships)**

Work and play cooperatively and take turns with others.  
Form positive attachments to adults and friendships with peers.  
Show sensitivity to their own and to others' needs.

### **Physical Development (Health and Self-Care)**

Know and talk about the different factors that support their overall health and wellbeing:  
- regular physical activity - sensible amounts of 'screen time' - healthy eating - having a good sleep routine- toothbrushing - being a safe pedestrian  
Further develop the skills they need to manage the school day successfully:- lining up and queuing - personal hygiene - mealtimes

### **Understanding the World (People and Communities)**

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  
Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  
Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

### **Understanding the World (The World)**

Explore the natural world around them, making observations and drawing pictures of animals and plants.  
Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  
Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## **Safeguarding**

The statutory guidance on safeguarding for children in schools and colleges requires schools to 'ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum'. Effective PSHE education supports safeguarding by delivering protective learning opportunities on a range of potential safeguarding issues identified by Ofsted in the guidance *Inspecting Safeguarding in Early Years, Education and Skills Settings*, including:

- physical abuse
- sexual abuse
- emotional abuse
- neglect
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- peer-on-peer abuse, such as sexual violence and harassment
- radicalisation and/or extremist behaviour
- risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example 'sexting'
- substance misuse
- domestic abuse
- female genital mutilation
- forced marriage
- poor parenting

## Curriculum

Although PSHE and Citizenship are non-statutory subjects for maintained schools, the National Curriculum Framework states that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. All schools have an obligation to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, all of which fall within the non-statutory Programme of Study for Citizenship at KS1 and KS2.

The 2019 Guidance for Personal, Social, Health and Economic (PSHE) education states that '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'.

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.

Taken from: [Guidance for Personal, Social, Health and Economic \(PSHE\) Education 2019](#)

Two key aspects of PSHE education, Relationships Education and Health Education, has been compulsory in all primary schools since 2020. PSHE education is compulsory in independent schools.

## Key Research that underpins our approach to SEMH

Source	Summary	Impact
<p>Education Endowment Foundation (EEF)</p> <p><i>Improving Social and Emotional Learning in Primary Schools</i></p> <p>(2021)</p>	<ul style="list-style-type: none"> <li>• Social and Emotional Learning (SEL) is defined by: <ul style="list-style-type: none"> <li>○ helping children understand and manage emotions</li> <li>○ encouraging the setting and achieving of positive goals</li> <li>○ promoting empathy for others</li> <li>○ supporting building and maintain positive relationships</li> <li>○ guiding responsible decision making</li> </ul> </li> <li>• There are 5 core competencies: <ul style="list-style-type: none"> <li>○ self-awareness</li> <li>○ self-management</li> <li>○ social awareness</li> <li>○ relationship skills</li> <li>○ responsible decision making</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• CPS' framework for SEMH will be grounded in the core competences identified from the EEF's research.</li> <li>• This is clarified through our progression of skills for each core competency. This sets clear expectations for staff and pupils.</li> </ul>
<p>EEF</p> <p><i>Improving social and emotional learning in primary schools</i></p> <p>(2018)</p>	<ul style="list-style-type: none"> <li>• Numerous large evidence reviews indicate that, when well implemented, social and emotional learning can have positive impact on a range of impacts, including: <ul style="list-style-type: none"> <li>○ improved social and emotional skills,</li> <li>○ improved academic performance,</li> <li>○ improved attitudes, behaviour and relationships with peers,</li> <li>○ reduced emotional distress (student depression, anxiety, stress and social withdrawal)</li> <li>○ reduced levels of bullying</li> <li>○ reduced conduct problems</li> <li>○ improved school connection</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• By implementing an evidence-informed approach to SEMH, pupils are best supported in their development.</li> <li>• Alongside our school culture and environments for learning, pupils at CPS will benefit from the outcomes outlined by the EEF.</li> </ul>
<p>CASEL</p> <p><i>A guide to school wide SEL</i></p>	<ul style="list-style-type: none"> <li>• School: align school climate, programmes and practices to promote SEL for students. This includes: <ul style="list-style-type: none"> <li>○ fostering a supportive school climate</li> <li>○ adopting an evidence-based programme</li> <li>○ elevating student voice</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• It is important to note, that though SEMH will be taught explicitly through our PSHE curriculum it is not exclusive to this dedicated teaching time.</li> <li>• Our approach to SEMH is embedded into our school culture and environment for learning.</li> </ul>

	<ul style="list-style-type: none"> <li>○ integrating SEL into student supports ensuring discipline policies and practices that promote SEL</li> <li>• Classroom: foster supportive classroom environments that provide opportunities for both explicit SEL skill instruction as well as integration of SEL throughout all instruction. This includes: <ul style="list-style-type: none"> <li>○ building a supportive classroom environment (community building, sense of belonging, emotional safety)</li> <li>○ integration of SEL and instructions (mindsets, aligning SEL to academic objectives)</li> <li>○ Explicit SEL instruction</li> </ul> </li> <li>• Family partnerships: create meaningful partnership opportunities and two-way communication that invite families to understand, experience, inform, and support the social and emotional development of their students.</li> </ul>	
<p>Boxall Profile</p> <p><i>For the assessment of children and young people's social and emotional wellbeing</i></p>	<ul style="list-style-type: none"> <li>• An average primary school class will have: <ul style="list-style-type: none"> <li>○ 19 children with no apparent need</li> <li>○ 7 children with one type of difficulty (either social emotional or behavioural)</li> <li>○ 4 children with high levels of needs in both domains</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• There is a wealth of evidence to support an increase of children and young people in the UK with SEMH needs.</li> <li>• This is a current, prevalent issue that we must support CPS pupils.</li> <li>• Our goal is to empower children with the strategies and tools to navigate the social and emotional complexities and rewards of life effectively.</li> </ul>





## SEMH and PSHE Framework






Although the five core competencies will be taught explicitly, it is important to recognise that they are deeply interconnected.

Each competency supports and enhances the others, and as such, they should not be viewed as isolated skill sets.

Effective instruction will acknowledge and build upon the ways in which these competencies overlap and interact within authentic learning contexts.

Key Skill	Key Skill Summary	Core Competency Link	Core Competency Summary
<b>Celebrating Me</b> 	<ul style="list-style-type: none"> <li>• Naming my feelings.</li> <li>• Knowing myself.</li> <li>• Seeing what I'm great at.</li> <li>• Believing in myself.</li> <li>• Putting confidence in myself.</li> </ul>	Self-Awareness	<ul style="list-style-type: none"> <li>○ Identifying emotions</li> <li>○ Accurate self-perception</li> <li>○ Recognising strengths</li> <li>○ Self-confidence</li> <li>○ Self-efficacy</li> <li>○ The ability to accurately recognise one's own emotions, thoughts, and values and how they influence behaviour.</li> <li>○ The ability to accurately assess one's strengths and limitations with a well-grounded sense of confidence and optimism.</li> </ul>
<b>Calming Me</b> 	<ul style="list-style-type: none"> <li>• Thinking before I act.</li> <li>• Staying calm during stress.</li> <li>• Keeping myself on track.</li> <li>• Trying without giving up.</li> <li>• Dreaming and planning my goals.</li> <li>• Organising myself.</li> </ul>	Self-Management	<ul style="list-style-type: none"> <li>○ Impulse control</li> <li>○ Stress management</li> <li>○ Self-discipline</li> <li>○ Self-motivation</li> <li>○ Goal setting</li> <li>○ Organisational skills</li> <li>○ The ability to successfully regulate one's emotions, thoughts and behaviours in different situations.</li> </ul>

			<ul style="list-style-type: none"> <li>○ This includes: effectively managing stress, controlling impulses, and motivating oneself.</li> <li>○ The ability to set and work towards personal and academic goals.</li> </ul>
<b>Community &amp; Me</b> 	<ul style="list-style-type: none"> <li>● Understanding my feelings.</li> <li>● Feeling with and for others.</li> <li>● Respecting the differences that make us stronger.</li> <li>● Being kind and fair to all.</li> </ul>	Social Awareness	<ul style="list-style-type: none"> <li>○ Understanding emotions</li> <li>○ Empathy/sympathy</li> <li>○ Appreciating diversity</li> <li>○ Respect for others</li> <li>○ The ability to take the perspective of and empathise with others.</li> <li>○ The ability to understand social and ethical norms for behaviour.</li> <li>○ To recognise family, school and community resources and supports.</li> </ul>
<b>My Friends &amp; Me</b> 	<ul style="list-style-type: none"> <li>● Sharing ideas and feelings with kindness and respect.</li> <li>● Joining community fun and learning.</li> <li>● Making and maintaining friendships.</li> <li>● Working together in community.</li> </ul>	Relationships Skills	<ul style="list-style-type: none"> <li>○ Communication</li> <li>○ Social engagement</li> <li>○ Relationship building</li> <li>○ Teamwork</li> <li>○ The ability to establish and maintain healthy relationships with diverse individuals and groups.</li> <li>○ The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively and seek and offer help when needed.</li> <li>○ We want to create an environment that affirms positive childhood experiences, perhaps overcoming adversity and lack of protective factors.</li> </ul>
<b>Choices &amp; Me</b> 	<ul style="list-style-type: none"> <li>● Finding what's wrong.</li> <li>● Thinking of ways to fix what's gone wrong.</li> <li>● Trying to fix problems.</li> <li>● Reflecting on my actions and feelings.</li> <li>● Knowing my responsibility to do what's right.</li> </ul>	Responsible Decision Making	<ul style="list-style-type: none"> <li>○ Identifying problems</li> <li>○ Analysing solutions</li> <li>○ Solving problems</li> <li>○ Evaluating</li> <li>○ Reflecting</li> <li>○ Ethical responsibility</li> <li>○ The ability to make constructive choices about personal behaviour and social interactions.</li> <li>○ The realistic evaluation of consequences of various actions and a consideration of the wellbeing of oneself and others.</li> </ul>

## **SEMH and PSHE Framework on a page:**

### **Celebrating Me (Self-Awareness)**

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

### **Calming Me (Self-Management)**

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



### **Choices & Me (Responsible Decision Making)**

- 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.
- 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.

### **My Friends & Me (Relationship Skills)**

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

### **Community & Me (Social Awareness)**

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

## 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

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

KS1	LKS2	UKS2
<b>Naming my feelings:</b> <ul style="list-style-type: none"> <li>• Recognise and name a range of basic emotions (e.g., happy, sad, angry, worried, excited).</li> <li>• Understand that emotions can change and be affected by different situations.</li> <li>• Begin to describe how they feel in different scenarios.</li> </ul>	<b>Naming my feelings:</b> <ul style="list-style-type: none"> <li>• Recognise a range of emotions (e.g., joy, fear, excitement).</li> <li>• Begin to understand that different situations can trigger different emotions and that reactions vary between individuals.</li> <li>• Demonstrate an awareness of how emotions can influence behaviour and decision-making.</li> </ul>	<b>Naming my feelings:</b> <ul style="list-style-type: none"> <li>• Accurately recognise and name a wide range of emotions in themselves.</li> <li>• Understand that emotions can vary in intensity and fluctuate depending on external and internal factors.</li> <li>• Describe how emotions can influence their behaviour and decision-making.</li> <li>• Begin to recognise patterns in their emotional responses and develop healthy coping strategies.</li> </ul>
<b>Knowing myself:</b> <ul style="list-style-type: none"> <li>• Identify things they enjoy and activities they find more challenging.</li> <li>• Understand that everyone has different likes, dislikes and abilities.</li> <li>• Recognise that mistakes are part of learning.</li> </ul>	<b>Knowing myself:</b> <ul style="list-style-type: none"> <li>• Identify personal qualities, characteristics, and personality traits that contribute to their identity.</li> <li>• Recognise how their emotions, thoughts, and experiences shape their self-perception.</li> <li>• Reflect on their own behaviour and actions, considering how they are perceived by others.</li> </ul>	<b>Knowing myself:</b> <ul style="list-style-type: none"> <li>• Identify their personal values and explain how these influence their decisions and behaviour.</li> <li>• Reflect on past experiences and recognise how their thoughts and emotions influenced their actions.</li> <li>• Differentiate between their perception of themselves and how others might perceive them.</li> </ul>
<b>Seeing what I'm great at:</b> <ul style="list-style-type: none"> <li>• Identify personal strengths and things they are good at (inside and outside of school).</li> <li>• Recognise when they need help and begin to ask for support.</li> </ul>	<b>Seeing what I'm good at:</b> <ul style="list-style-type: none"> <li>• Identify personal strengths across different areas, including academic, social, and creative skills.</li> <li>• Understand that strengths can develop over time with effort and practice.</li> </ul>	<b>Seeing what I'm good at:</b> <ul style="list-style-type: none"> <li>• Identify and articulate their personal strengths across different areas, including academic, social, and emotional aspects.</li> </ul>

<ul style="list-style-type: none"> <li>• Celebrate their achievements and the successes of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Show awareness of how their strengths can contribute to teamwork and problem-solving.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise areas for development and set realistic, achievable goals for improvement.</li> <li>• Assess how their strengths can contribute to their community and society.</li> </ul>
<p><b>Believing in myself:</b></p> <ul style="list-style-type: none"> <li>• Identify things they enjoy and activities they find more challenging.</li> <li>• Understand that everyone has different likes, dislikes and abilities.</li> <li>• Recognise that mistakes are part of learning.</li> </ul>	<p><b>Believing in myself:</b></p> <ul style="list-style-type: none"> <li>• Express personal opinions and ideas clearly while respecting the views of others.</li> <li>• Demonstrate confidence in trying new activities and challenges, recognising mistakes as part of learning.</li> <li>• Understand that confidence grows through experience and positive reinforcement.</li> </ul>	<p><b>Believing in myself:</b></p> <ul style="list-style-type: none"> <li>• Express confidence in their abilities and demonstrate resilience when facing challenges.</li> <li>• Articulate positive self-talk strategies to maintain confidence and motivation.</li> <li>• Show readiness to step outside their comfort zone and embrace new experiences.</li> <li>• Support and encourage peers, recognising the importance of collective confidence and teamwork.</li> </ul>
<p><b>Putting confidence in myself:</b></p> <ul style="list-style-type: none"> <li>• Begin to take responsibility for small tasks and decisions.</li> <li>• Recognise when they need to ask for support.</li> <li>• Recognise that their actions and efforts can lead to success.</li> </ul>	<p><b>Putting confidence in myself:</b></p> <ul style="list-style-type: none"> <li>• Set small, achievable goals and work towards them independently or with guidance.</li> <li>• Show perseverance when faced with difficulties, understanding that effort leads to improvement.</li> <li>• Recognise that their own actions and decisions can affect their success and wellbeing.</li> </ul>	<p><b>Putting confidence in myself:</b></p> <ul style="list-style-type: none"> <li>• Develop a strong belief in their ability to achieve goals through effort and perseverance.</li> <li>• Set realistic goals and create practical steps to work towards them.</li> <li>• Recognise setbacks as opportunities for learning and development.</li> </ul>

## 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

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

KS1	LKS2	UKS2
<b>Thinking before I act:</b> <ul style="list-style-type: none"> <li>• Recognise and understand different emotions and how they influence behaviour.</li> <li>• Practise stopping and thinking before acting in different situations.</li> <li>• Follow class rules and routines with increasing independence.</li> <li>• Begin to use calming strategies, such as deep breathing or counting, when feeling overwhelmed.</li> </ul>	<b>Thinking before I act:</b> <ul style="list-style-type: none"> <li>• Identify a range of emotions and describe how they may affect thoughts and behaviour.</li> <li>• Show consideration for others by making thoughtful decisions rather than reacting immediately.</li> <li>• Use simple strategies, such as taking deep breaths or counting to ten, to regulate emotions in different situations.</li> </ul>	<b>Thinking before I act:</b> <ul style="list-style-type: none"> <li>• Recognise situations where impulsive behaviour may be unhelpful and apply strategies to manage it effectively.</li> <li>• Demonstrate patience and the ability to pause before responding to challenging situations.</li> <li>• Use reflective techniques to evaluate personal responses and improve future decision-making.</li> </ul>
<b>Staying calm during stress:</b> <ul style="list-style-type: none"> <li>• Identify situations that may cause feelings of anxiety or frustration.</li> <li>• Use simple relaxation techniques, such as mindful breathing and movement breaks.</li> <li>• Express emotions appropriately, using words to communicate feelings instead of reacting impulsively.</li> <li>• Seek help from a trusted adult when feeling stressed or upset.</li> </ul>	<b>Staying calm during stress:</b> <ul style="list-style-type: none"> <li>• Recognise when they are feeling stressed and describe how it affects their body and mind.</li> <li>• Use appropriate techniques, such as mindfulness, exercise, or talking to a trusted adult, to manage stress.</li> </ul>	<b>Staying calm during stress:</b> <ul style="list-style-type: none"> <li>• Identify personal stress triggers and apply strategies to manage these effectively.</li> <li>• Demonstrate resilience by using positive self-talk and mindfulness strategies to cope with challenges.</li> <li>• Recognise the importance of a healthy lifestyle, including sleep, physical activity and relaxation, in managing stress.</li> </ul>
<b>Keeping myself on track:</b> <ul style="list-style-type: none"> <li>• Develop the ability to stay on task and complete small, structured activities.</li> </ul>	<b>Keeping myself on track:</b> <ul style="list-style-type: none"> <li>• Sustain attention and effort on tasks, even when they find them difficult or when distractions arise.</li> </ul>	<b>Keeping myself on track:</b> <ul style="list-style-type: none"> <li>• Develop a consistent approach to managing responsibilities, including completing tasks independently.</li> </ul>

<ul style="list-style-type: none"> <li>• Practise waiting for a turn in conversations and group activities.</li> <li>• Show increasing ability to follow multi-step instructions independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Set high expectations for their own behaviour and correct themselves when they do not meet these expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow routines and structures that support effective learning and emotional regulation.</li> <li>• Demonstrate perseverance and the ability to remain focused on tasks, even when they are challenging.</li> </ul>
<b>Trying without giving up:</b> <ul style="list-style-type: none"> <li>• Engage with learning tasks with curiosity and persistence, even when they are challenging.</li> <li>• Develop the ability to work independently on familiar activities for a short period.</li> <li>• Show pride in their own achievements and effort.</li> <li>• Begin to use positive self-talk to encourage perseverance.</li> </ul>	<b>Trying without giving up:</b> <ul style="list-style-type: none"> <li>• Set personal challenges in their learning and show determination to improve.</li> <li>• Demonstrate a desire to achieve long-term success rather than seeking immediate rewards.</li> <li>• Reflect on previous performance and actively seek ways to improve without needing adult intervention.</li> </ul>	<b>Trying without giving up:</b> <ul style="list-style-type: none"> <li>• Set personal and academic goals and work towards them with enthusiasm and determination.</li> <li>• Develop intrinsic motivation by recognising their own progress and achievements.</li> <li>• Identify personal strengths and areas for development and take responsibility for improvement.</li> </ul>
<b>Dreaming and planning my goals:</b> <ul style="list-style-type: none"> <li>• Understand the concept of setting personal and academic goals.</li> <li>• Identify simple, achievable targets for learning and behaviour.</li> <li>• Begin to reflect on their progress by recognising successes and areas for improvement.</li> <li>• Show enthusiasm in working towards a goal with adult support.</li> </ul>	<b>Dreaming and planning my goals:</b> <ul style="list-style-type: none"> <li>• Formulate both short-term and longer-term goals that are specific, measurable, and challenging.</li> <li>• Use feedback constructively to refine and adapt personal and learning goals.</li> <li>• Show resilience by persevering when facing setbacks and finding alternative strategies to achieve their objectives.</li> </ul>	<b>Dreaming and planning my goals:</b> <ul style="list-style-type: none"> <li>• Understand the importance of setting SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals.</li> <li>• Reflect on progress and adapt goals as necessary to ensure continuous improvement.</li> <li>• Set high expectations for their future and dream big for how they can play their part in society.</li> </ul>
<b>Organising myself:</b> <ul style="list-style-type: none"> <li>• Take responsibility for personal belongings, such as tidying up after activities.</li> <li>• Follow routines, such as getting ready for learning or preparing materials for a task.</li> <li>• Begin to manage time by transitioning smoothly between activities.</li> <li>• Recognise the importance of planning and preparing for tasks with support.</li> </ul>	<b>Organising myself:</b> <ul style="list-style-type: none"> <li>• Plan and prioritise tasks logically, demonstrating awareness of deadlines and responsibilities.</li> <li>• Keep personal spaces, equipment, and resources organised to support their learning independence.</li> </ul>	<b>Organising myself:</b> <ul style="list-style-type: none"> <li>• Develop strategies for effective time management, including prioritising tasks.</li> <li>• Use tools such as planners, checklists and timetables to organise workload and responsibilities.</li> <li>• Maintain an organised personal space and learning environment to support focus and efficiency.</li> </ul>

## 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

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

KS1	LKS2	UKS2
<p><b>Understand my feelings:</b> <i>Key link: Self-Awareness (naming my feelings)</i></p> <ul style="list-style-type: none"> <li>• Identify and name a range of basic emotions (e.g., happiness, sadness, anger, fear) in themselves and others.</li> <li>• Begin to express their own emotions appropriately using words, facial expressions, and body language.</li> <li>• Recognise that everyone experiences emotions and that these feelings can change in different situations.</li> <li>• Recognise the importance of working together as part of a family, school, or community.</li> <li>• Begin to understand that different people in the community have different roles (e.g., police officers, firefighters, doctors).</li> </ul>	<p><b>Understand my feelings:</b> <i>Key link: Self-Awareness (naming my feelings)</i></p> <ul style="list-style-type: none"> <li>• Name a range of emotions and describe how they feel both physically and mentally.</li> <li>• Recognise triggers for different emotions and identify positive ways to manage them.</li> <li>• Express their own emotions appropriately using words, facial expressions, and body language.</li> <li>• Use words to express feelings clearly and appropriately in different situations.</li> <li>• Understand the role of different support services, such as school pastoral teams and community organisations.</li> <li>• Recognise the role of family, friends, and community in maintaining mental well-being.</li> </ul>	<p><b>Understand my feelings:</b> <i>Key link: Self-Awareness (naming my feelings)</i></p> <ul style="list-style-type: none"> <li>• Identify and name a range of emotions, linking them to physical sensations and thoughts.</li> <li>• Develop strategies for self-regulation, including mindfulness, deep breathing, and problem-solving.</li> <li>• Understand that emotions fluctuate and that recognising and managing feelings is an essential life skill.</li> <li>• Identify trusted adults and support systems within their family, school, and community.</li> <li>• They are aware of the role of charities, public services, and organisations that provide assistance and guidance.</li> </ul>
<p><b>Feeling with and for others:</b></p> <ul style="list-style-type: none"> <li>• Understand that others may have different thoughts, feelings, and experiences from their own.</li> <li>• Show concern and kindness when someone is upset or in need of help.</li> <li>• Respond appropriately to others' emotions by offering comfort, asking how they feel, or helping when needed.</li> </ul>	<p><b>Feeling with and for others:</b></p> <ul style="list-style-type: none"> <li>• Describe different perspectives in everyday situations and explain how others might feel.</li> <li>• Offer appropriate responses to show understanding of another person's emotions.</li> <li>• Recognise when others need support and suggest ways to help in a considerate manner.</li> <li>• Explain the difference between empathy and sympathy and when each might be appropriate.</li> </ul>	<p><b>Feeling with and for others:</b></p> <ul style="list-style-type: none"> <li>• Recognise different viewpoints and understand that others may think or feel differently from them.</li> <li>• Use active listening skills to show empathy and respond thoughtfully to others.</li> <li>• Reflect on the emotions and experiences of fictional and real-life individuals, showing awareness of different perspectives.</li> </ul>



	<ul style="list-style-type: none"> <li>• Show awareness of how their actions and words affect others' feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate compassionate responses to others in need, offering comfort and support.</li> <li>• Recognise how their words and actions can help or harm others emotionally and socially.</li> </ul>
<b>Respecting the differences that make us stronger:</b> <ul style="list-style-type: none"> <li>• Recognise and respect that people come from different backgrounds, cultures, and beliefs.</li> <li>• Celebrate similarities and differences between themselves and others.</li> <li>• Show curiosity and ask questions to learn about others in a respectful way.</li> <li>• Understand that everyone deserves to be treated with kindness and respect, regardless of differences.</li> </ul>	<b>Respecting the differences that make us stronger:</b> <ul style="list-style-type: none"> <li>• Recognise and celebrate similarities and differences between individuals within their community.</li> <li>• Explain why diversity is important and how it contributes to a stronger and more inclusive society.</li> <li>• Show respect for different traditions, beliefs and cultures through words and actions.</li> </ul>	<b>Recognising the differences that make us stronger:</b> <ul style="list-style-type: none"> <li>• Understand that people come from different backgrounds, cultures, and lifestyles, and they respect these differences.</li> <li>• Challenge stereotypes and misconceptions, recognising the value of diversity in their school and wider community.</li> <li>• Work collaboratively with individuals from varied backgrounds, showing inclusivity and an appreciation for different perspectives.</li> </ul>
<b>Being kind and fair to all:</b> <ul style="list-style-type: none"> <li>• Demonstrate polite and respectful interactions with peers and adults.</li> <li>• Listen to others, even when they have different opinions.</li> <li>• Understand what fairness means and why it is important.</li> <li>• Begin to challenge unkind behaviour in a safe and appropriate way (e.g., telling an adult if they see someone being treated unfairly).</li> </ul>	<b>Being kind and fair to all:</b> <ul style="list-style-type: none"> <li>• Demonstrate kindness towards peers and adults, using respectful language and actions.</li> <li>• Explain the importance of fairness and treating everyone with respect, regardless of differences.</li> <li>• Challenge instances of unkindness or unfairness in an appropriate manner, knowing when to seek adult support.</li> </ul>	<b>Being kind and fair to all:</b> <ul style="list-style-type: none"> <li>• Consistently demonstrate kindness, fairness, and respect in their daily interactions.</li> <li>• Understand the impact of discrimination, bullying, and prejudice, actively working to prevent such behaviour.</li> <li>• Recognise the importance of treating everyone with dignity, regardless of race, gender, ability, or belief.</li> </ul>

## 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

**Sharing ideas and feelings with kindness and respect.**

**Joining community fun and learning.**

**Making and maintaining friendships.**

**Working together in community.**

### KS1

#### **Sharing ideas and feelings with kindness & respect:**

- Recognise and name different feelings in themselves and others.
- Use simple vocabulary to express emotions and personal experiences.
- Show kindness and consideration when talking and listening to others.

### LKS2

#### **Sharing ideas and feelings with kindness & respect:**

- Express thoughts, opinions, and emotions clearly in different contexts while considering the impact of words on others.
- Listen actively and attentively, responding appropriately to others in discussions and conversations.
- Use respectful language when discussing different viewpoints, understanding that others may have different perspectives.
- Recognise and interpret non-verbal communication (e.g., body language, tone of voice) to enhance understanding in social interactions.

### UKS2

#### **Sharing ideas and feelings with kindness & respect:**

- Express their thoughts, ideas and feelings clearly, using appropriate vocabulary and tone.
- Actively listen to others, showing respect, using non-verbal cues, and summarising key points.
- Demonstrate kindness and respect in conversations, understanding how words and body language impact relationships.

#### **Joining community fun and learning:**

- Understand what makes a good friend (e.g., kindness, sharing, honesty).
- Take part in simple conversations with peers and respond appropriately.
- Demonstrate the ability to take turns and include others in games and activities.

#### **Joining community fun and learning:**

- Demonstrate positive participation in group activities, showing willingness to engage in school and community events.
- Recognise the importance of inclusion, valuing and respecting differences in backgrounds, abilities, and experiences.

#### **Joining community fun and learning:**

- Engage with their school and local community positively, taking part in activities that promote teamwork, cooperation and shared responsibility.
- Understand how small contributions—such as acts of kindness or volunteering—can have a meaningful impact on others.

	<ul style="list-style-type: none"> <li>• Develop a sense of belonging by interacting positively with peers, teachers, and wider community members.</li> <li>• Understand the role of responsibilities within a community and show consideration for shared spaces and resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a sense of belonging, positively contributing to group settings and respecting group rules and shared spaces.</li> <li>• Identify examples of peer pressure and understand its influence on their decisions.</li> <li>• Develop strategies to assertively say 'no' to activities that make them uncomfortable, unsafe or go against their values.</li> <li>• Understand the difference between positive and negative peer influences and are able to make informed choices.</li> </ul>
<b>Making and maintaining friendships:</b> <ul style="list-style-type: none"> <li>• Work together in pairs or small groups to achieve a shared goal.</li> <li>• Follow simple instructions and contribute fairly in group activities.</li> <li>• Identify simple ways to solve problems when they arise with friends.</li> <li>• Understand the importance of saying sorry and forgiving others.</li> <li>• Recognise situations where they feel uncomfortable or unsafe.</li> <li>• Say "no" to requests that go against school rules or personal values.</li> </ul>	<b>Making and maintaining friendships:</b> <ul style="list-style-type: none"> <li>• Identify and demonstrate key qualities of friendship, such as trust, kindness, and honesty.</li> <li>• Resolve disagreements respectfully, using strategies such as compromise and active listening to solve basic conflicts.</li> <li>• Begin to manage feelings of exclusion or rejection, understanding that friendships evolve over time.</li> <li>• Recognise the importance of seeking support from trusted adults when struggling with relationships.</li> </ul>	<b>Making and maintaining friendships:</b> <ul style="list-style-type: none"> <li>• Establish and maintain positive friendships, recognising the qualities of a good friend such as trust, support, and honesty.</li> <li>• Understand how to manage changing friendships, including handling disagreements in a respectful and constructive manner.</li> <li>• Recognise when a friendship is unhealthy and know how to seek help from a trusted adult.</li> <li>• Understand how to navigate disagreements by using negotiation, compromise, and problem-solving strategies.</li> <li>• Use calm and respectful communication to resolve conflicts, avoiding aggression or passive behaviour.</li> <li>• Recognise the importance of forgiveness and moving forward after conflict.</li> </ul>
<b>Working together in community:</b> <ul style="list-style-type: none"> <li>• Recognise the importance of helping others in school and at home.</li> <li>• Take part in group or class activities that support their local community.</li> </ul>	<b>Working together in community:</b> <ul style="list-style-type: none"> <li>• Work collaboratively to achieve shared goals, contributing fairly and valuing the input of others.</li> <li>• Show awareness of different roles within a team, understanding and respecting individual strengths and contributions.</li> </ul>	<b>Working together in community:</b> <ul style="list-style-type: none"> <li>• Identify roles within a team and take on leadership or supportive responsibilities when appropriate.</li> <li>• Show cooperation and compromise in teamwork tasks, valuing others' contributions.</li> <li>• Understand how to set and work towards shared goals, celebrating collective successes.</li> </ul>

	<ul style="list-style-type: none"> <li>• Support and encourage others, recognising that teamwork benefits from cooperation rather than competition.</li> <li>• Manage and reflect on group successes and challenges, demonstrating resilience and adaptability in problem-solving situations.</li> </ul>	
<b>Responsible Decision Making – Choices &amp; Me</b>		
<p>The ability to make constructive choices about personal behaviour and social interactions.</p> <p>The realistic evaluation of consequences of various actions and a consideration of the wellbeing of oneself and others.</p> <ul style="list-style-type: none"> <li>• Identifying problems</li> <li>• Analysing solutions</li> <li>• Solving problems</li> <li>• Evaluating</li> <li>• Reflecting</li> <li>• Ethical responsibility</li> </ul>		<p>Finding what's wrong.</p> <p>Thinking of ways to fix what's gone wrong.</p> <p>Trying to fix problems.</p> <p>Reflecting on my actions and feelings.</p> <p>Knowing my responsibility to do what's right.</p>
<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
<p><b>Finding what's wrong:</b></p> <ul style="list-style-type: none"> <li>• Recognise when something is unfair, unsafe, or unkind in their interactions with others.</li> <li>• Identify different types of problems, such as conflicts between friends or challenges in their learning.</li> <li>• Express when they feel upset or uncomfortable about a situation.</li> </ul>	<p><b>Finding what's wrong:</b></p> <ul style="list-style-type: none"> <li>• Recognise and describe situations where problems arise, distinguishing between minor and major concerns.</li> <li>• Identify feelings linked to problems, both in themselves and others, using appropriate vocabulary to express emotions.</li> <li>• Recognise signs of conflict in social situations and begin to suggest reasons for disagreements.</li> </ul>	<p><b>Finding what's wrong:</b></p> <ul style="list-style-type: none"> <li>• Recognise when a problem arises in friendships, schoolwork, or home life.</li> <li>• Describe the nature of the problem clearly and objectively.</li> <li>• Explain how different perspectives might affect the way the problem is perceived.</li> </ul>
<p><b>Thinking of ways to fix what's gone wrong:</b></p> <ul style="list-style-type: none"> <li>• Try out different approaches when solving a problem and adapt if the first attempt does not work.</li> <li>• Practise simple conflict-resolution strategies, such as taking turns, compromising, or asking for help.</li> <li>• Work with peers to solve minor disputes in a positive way.</li> </ul>	<p><b>Thinking of ways to fix what's gone wrong:</b></p> <ul style="list-style-type: none"> <li>• Suggest different solutions to a problem, considering fairness, safety, and the wellbeing of all involved.</li> <li>• Discuss and evaluate potential solutions by considering the likely outcomes for oneself and others.</li> </ul>	<p><b>Thinking of ways to fix what's gone wrong:</b></p> <ul style="list-style-type: none"> <li>• Apply problem-solving techniques to resolve conflicts and difficulties effectively.</li> <li>• Show resilience when faced with setbacks by adapting strategies as needed.</li> <li>• Explain how their actions have contributed to solving a problem.</li> </ul>

	<ul style="list-style-type: none"> <li>Practise using coping strategies, such as seeking help from a trusted adult or using calming techniques in difficult situations.</li> </ul>	
<b>Trying to fix problems:</b> <ul style="list-style-type: none"> <li>Suggest different ways to resolve simple social disagreements.</li> <li>Consider multiple options when solving a problem, thinking about which might be the best choice.</li> <li>Listen to others' ideas and opinions when discussing possible solutions.</li> </ul>	<b>Tring to fix problems:</b> <ul style="list-style-type: none"> <li>Show perseverance in working through challenges rather than giving up when faced with difficulties.</li> <li>Use clear and respectful communication to help resolve disagreements with peers.</li> <li>Seek support when needed, recognising when an issue requires adult intervention.</li> </ul>	<b>Trying to fix problems:</b> <ul style="list-style-type: none"> <li>Assess the potential short-term and long-term impact of decision-making on themselves and others.</li> <li>Consider how different choices may lead to different outcomes in social and personal situations.</li> <li>Demonstrate responsibility for their actions by making amends when appropriate.</li> <li>Discuss the advantages and disadvantages of each solution.</li> <li>Recognise when a problem requires adult support and seek appropriate help.</li> </ul>
<b>Reflecting on my actions and feelings:</b> <ul style="list-style-type: none"> <li>Reflect on their own behaviour and how it made themselves and others feel.</li> <li>Recognise when they could make better choices and suggest improvements.</li> <li>Talk about their emotions and explain what strategies they used to manage them.</li> </ul>	<b>Reflecting on my actions and feelings:</b> <ul style="list-style-type: none"> <li>Reflect on their choices and consider whether they would act differently in similar situations in the future.</li> <li>Recognise and celebrate successes in their behaviour and interactions while identifying areas for improvement.</li> <li>Talk about their emotions in hindsight, recognising how different choices might have led to different feelings or outcomes.</li> </ul>	<b>Reflecting on my actions and feelings:</b> <ul style="list-style-type: none"> <li>Identify how their actions affect their own emotions and wellbeing, as well as the feelings of others.</li> <li>Demonstrate an understanding of the consequences of their behaviour, both positive and negative.</li> <li>Evaluate the effectiveness of the choices they have made in different situations.</li> <li>Recognise the emotions linked to decision-making and assess whether they responded appropriately.</li> <li>Discuss how they could improve their responses in future situations.</li> </ul>
<b>Knowing my responsibility to do what's right:</b> <ul style="list-style-type: none"> <li>Understand the difference between right and wrong in everyday classroom and playground situations.</li> <li>Make positive behaviour choices that contribute to a safe and respectful learning environment.</li> </ul>	<b>Knowing my responsibility to do what's right:</b> <ul style="list-style-type: none"> <li>Demonstrate understanding of appropriate and inappropriate behaviours in different contexts, such as the classroom, playground, and home.</li> <li>Demonstrate an understanding of fairness and justice, recognising the importance of honesty and integrity.</li> </ul>	<b>Knowing my responsibility to do what's right:</b> <ul style="list-style-type: none"> <li>Demonstrate an awareness of fairness, honesty and respect in their choices and behaviour.</li> <li>Recognise their responsibility to treat others with kindness and integrity.</li> <li>Make ethical decisions that contribute to a positive school and community environment.</li> </ul>

<ul style="list-style-type: none"><li>• Begin to understand rules and why they are important for keeping everyone safe and happy.</li><li>• Take responsibility for their actions and make amends when needed.</li></ul>	<ul style="list-style-type: none"><li>• Begin to show responsibility for their own behaviour, understanding that their actions impact themselves and those around them.</li><li>• Make decisions that align with shared rules and values, acting kindly and thoughtfully in different situations.</li></ul>	
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**Celebrating Me (Self-Awareness)**

1. \* 1. Recognise people who care for them (e.g., parents, carers, siblings).
2. \* 5. Understand that their body belongs to them and where personal boundaries are.
3. \* 5. Know it's okay to talk to an adult if they feel sad or unsafe at home.
1. \* (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.
2. \* (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.
3. \* (Science) I can notice that animals, including humans, have offspring which grow into adults.
4. \* (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.
5. Growth mindset

**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:**

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. 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)

**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

**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)

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.


**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)



<ul style="list-style-type: none"> <li>*Individual liberty (including responsible decision making within the law) (assemblies)</li> </ul>	<ul style="list-style-type: none"> <li>Giving and receiving compliments.</li> <li>* Tolerance of others. (assemblies)</li> </ul>	
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**PSHE links to...**
**Relationship Education – UKS2 – Cycle 1 – Cycle 2**
**Sex Education – UKS2 (Science)**
**PSHE Topic Links – UKS2– Cycle 1 – Cycle 2**

<b><u>Celebrating Me (Self-Awareness)</u></b> <ul style="list-style-type: none"> <li>* 1. Understand that stable relationships provide security for children.</li> <li>* 1&amp;5. Know how to recognise and seek help if a family relationship feels unsafe.</li> <li>* 4&amp;5. Understand personal boundaries in more complex situations (e.g., peer pressure, digital communication).</li> <li>* 5. Know the vocabulary to talk about body safety and privacy.</li> <li>* (Science) I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>* (Science) I can describe the life process of reproduction in some plants and animals.</li> <li>* (Science) I should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</li> <li>* (Science) I can describe the changes as humans develop to old age.</li> <li>* (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.</li> <li>* (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.</li> <li>* Influence of media</li> <li>Role models (assemblies)</li> <li>*Signs of ill-health</li> <li>Peer pressure (assemblies)</li> </ul>		<b><u>Calming Me (Self-Management)</u></b> <ul style="list-style-type: none"> <li>* 3. Know when and how to ask for help if feeling excluded or hurt by a friend.</li> <li>* 3. Explore how respect works in different settings (school, home, community).</li> <li>* 5. Know how to report abuse and who to go to for help, including helplines and child protection services.</li> <li>* Physical health (including: sleep, exercise, washing hands, dental health)</li> <li>* Facts relating to allergies, immunisation and vaccination</li> <li>*Law and order (assemblies)</li> <li>*Keeping safe (including first aid and risk &amp; impulse control) (assemblies)</li> <li>SATs, transition</li> </ul>	
<b><u>Choices &amp; Me (Responsible Decision Making)</u></b> <ul style="list-style-type: none"> <li>* 4. Recognise that not everyone online is trustworthy.</li> <li>* 4. Learn how to think critically about information and friendships online.</li> <li>* 4. Understand how to protect their own and others' privacy.</li> <li>* 4. Know how to report online concerns to a trusted adult or appropriate platform.</li> </ul>	<b>Statutory (*has to be discreetly taught) Guidance Pupils Should Know by end of Primary:</b> <ol style="list-style-type: none"> <li>About Families and people who care for them</li> <li>About Caring friendships</li> <li>Respectful, Kind relationships</li> <li>Online relationships, safety and awareness</li> <li>Being safe</li> </ol> <b>Non-Statutory Guidance:</b>		<b><u>Community &amp; Me (Social Awareness)</u></b> <ul style="list-style-type: none"> <li>* 1. Deepen understanding of the variety and importance of families.</li> <li>* 1. Learn about commitment in relationships, including marriage and civil partnerships.</li> <li>* 3. Understand what stereotypes are and why they can be harmful.</li> </ul>

<ul style="list-style-type: none"> <li>• * 4. Understand how to respond to unsafe situations, including online.</li> <li>• Sexual intercourse and conception (Historically – Contraception has arisen)</li> <li>• *The influences and risks of: medicines, tobacco, drugs and vaping</li> <li>• Healthy diet (including ethical and sustainable eating)</li> <li>• *Keeping safe (including risk and when things go wrong outside of school) (assemblies)</li> <li>• Discerning customer information (including AI)</li> <li>• *Money matters (including budgeting, Financial Exploitation)</li> </ul>	<p>Sex Education</p> <p><b><u>My Friends &amp; Me (Relationship Skills)</u></b></p> <ul style="list-style-type: none"> <li>• * 2. Know the qualities of strong friendships (trust, support, kindness).</li> <li>• * 2. Understand that friends may fall out but can make up in healthy ways.</li> <li>• * 3. Learn how to manage peer pressure and unhealthy friendships.</li> <li>• * 3. Know what to do if they witness or experience bullying, including online.</li> <li>• Belonging, loneliness and isolation (assemblies)</li> </ul>	<ul style="list-style-type: none"> <li>• * 3. Learn how to show respect for people with different beliefs, interests, and identities.</li> <li>• *Bullying, discrimination, stereotypes, prejudice, misogyny (assemblies)</li> <li>• *Democracy (assemblies)</li> <li>• *Fairness (including law and order)</li> <li>• *Mutual respect (assemblies)</li> </ul>
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## ► SEMH and PSHE Curriculum Outline

At CPS, we recognise that the effective development of our **SEMH framework must occur within authentic, meaningful contexts**. When removed from real-life situations, such learning loses its relevance and impact. SEL cannot rely solely on reactive, ‘crisis-driven’ moments; instead, it must be intentionally and consistently taught through explicit modelling and a range of supportive strategies.

As part of our whole-school approach to SEMH, CPS places significant **emphasis on a range of pedagogical approaches** (such as: outdoor learning, Forest School, oracy, P4C, use of concrete resources, and real-life experiential opportunities). These are not peripheral enhancements—they are integral to our SEMH provision and central to the holistic development of our pupils.

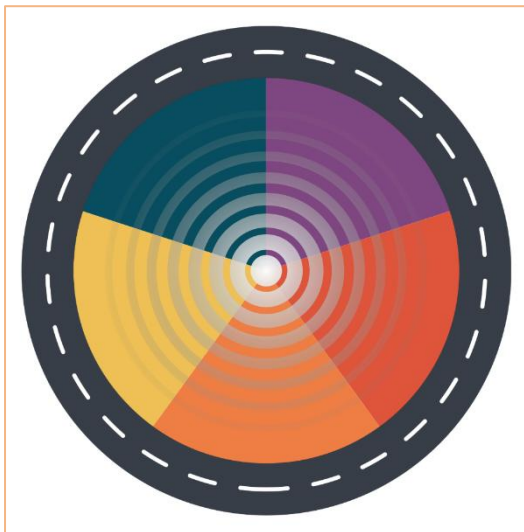
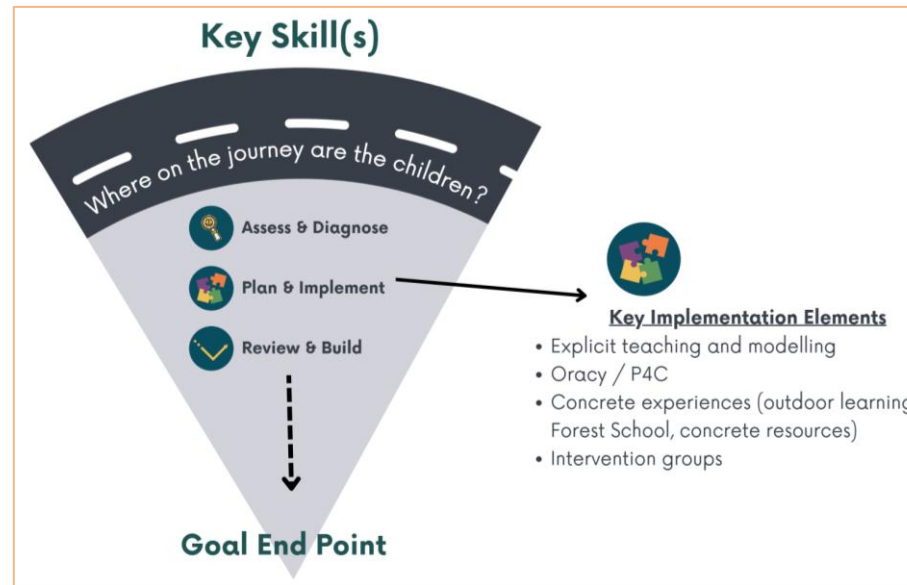
**Assessment for learning is a vital element of our SEMH and PSHE curriculum.** While we have established a clear, coherent, and well-sequenced curriculum intent, it is imperative that our approach remains both proactive and responsive to the evolving SEMH needs of our pupils.



In light of this, accurate assessment and diagnosis of each pupil’s starting point is a critical first step.

From this foundation, we can plan and implement a range of teaching strategies and support.

Ongoing review and reflection then ensure that provision is continuously refined and built upon to maximise impact.



**Assess & Diagnose**

### **Launch Event – The Ripple Effect**

Each unit (whether this occurs in a half-term or term) should begin with a “launch event”.

The launch event is a carefully structured and ethically designed experience aimed at enabling practitioners (both teaching and support staff) to accurately assess and identify each pupil’s starting point at the beginning of the half-term or term. It forms a critical part of our commitment to responsive and needs-led SEMH provision.

This event must be conducted within a safe, supportive, and nurturing environment, where pupil wellbeing and safety remains the highest priority. While assessment is central, the emotional and psychological safety of every child must never be compromised.

Importantly, the launch event provides pupils with an opportunity to actively engage with one or more of the key skills outlined in our SEMH Framework. By observing individual responses and trends across the class, practitioners are equipped to identify which skill(s) should be prioritised for development over the coming half-term.

Given the interconnected nature of SEMH competencies, it is not uncommon for pupils to demonstrate needs across multiple areas. However, in order to ensure depth and impact, practitioners are encouraged to focus on no more than one or two key skills per pupil or class group within each half-term cycle.



## Plan & Implement

### Medium Term Plans

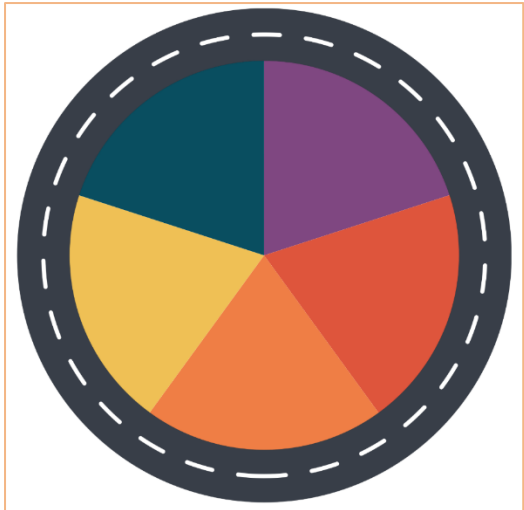
Following the launch event, where staff have accurately identified one or two priority SEMH skills for development, practitioners can create a medium-term plan tailored to the needs of their pupils.

The format and structure of this plan is left to professional discretion, allowing staff to adapt their approach in line with their context and professional judgment.

However, all medium-term plans must incorporate the following core principles:

- Authentic, meaningful contexts that reflect real-life situations and support deep engagement.
- A range of pedagogical strategies, including explicit teaching and modelling of SEMH skills.
- Inclusion of experiential and practical approaches (such as outdoor learning, Forest School, oracy, P4C, use of concrete resources, and real-world experiences).

Additionally, practitioners are encouraged to integrate relevant PSHE concepts and themes where appropriate. For guidance and topic alignment, staff should refer to the PSHE curriculum documents and cross-reference with the identified SEMH focus areas.



## Review & Build

### Review & Build

Throughout each unit, practitioners must continuously engage with Assessment for Learning strategies to monitor progress and inform teaching. Ongoing reflection and responsive teaching are essential to ensuring that SEMH skill development remains relevant, impactful, and aligned to pupil needs. It is important for staff to remember that review periods are not confined to PSHE and SEMH sessions. Assessment for Learning could be gleaned at any point during the school day (or instances outside of school that we have been made aware of).

Practitioners should also consider where small group or targeted intervention may be appropriate. In particular, pupils with specific SEND or SEMH needs may benefit from a more focused, supportive learning environment in which key skills can be reinforced and developed with greater precision.

At the end of the unit, practitioners must complete appropriate assessment records to evaluate pupil progress and identify next steps. This ensures continuity in SEMH development and supports a responsive, needs-led approach across future planning cycles.