

# Belton CE Primary School

# PSHCE Policy

## Personal, Social, Health and Citizenship Education

### 1 Context

This policy supports a whole school approach to PSHE and Citizenship (PSHCE) in the curriculum, and throughout the life of the school and its community. It is consistent with current legislative frameworks and non-statutory guidance.

#### 1.1 Statutory Status of Relationships Education and Health Education

This policy takes account of the requirement that all schools with primary aged children must teach Relationships Education and Health Education from September 2020. We will teach these two statutory subjects in the context of our wider Personal, Social, Health and Citizenship Education (PSHCE) curriculum.

#### 1.2 Wider Context

Our approach to the teaching of PSHCE supports our duties relating to [Keeping Children Safe in Education](#), [Equality Act 2010](#), SEND, promoting fundamental [British Values](#) and Spiritual, Moral, Social and Cultural (SMSC) development. It also supports us in meeting the standards set out by [OfSTED](#) in relation to 'Behaviour and Attitudes' and 'Personal Development'.

##### 1.2.2 Duty to Promote Wellbeing

[The Education and Inspections Act 2006](#) places a requirement on schools to promote pupils' wellbeing (as defined in the [Children Act 2004](#)) as well as their academic achievement. It also includes a duty to support community cohesion. We are committed to promoting the health and wellbeing of children and of the whole school community, and fully recognise the significant connection between wellbeing and learning. PSHCE is a significant part of our response to these duties.

##### 1.2.3 National Curriculum

The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. It must also:

'promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.'

##### 1.2.4 Healthy Schools

*We are committed to developing a 'Healthy School' climate and culture. This means that we place teaching and learning in the wider context of our approach to:*

- *Leadership, organisation and management and the management of change*
- *Inclusive policy development*
- *The school ethos, culture, environment, SMSC development, and positive relationships throughout the school*
- *Learning and teaching, curriculum planning and resourcing*
- *Giving children a voice*
- *Provision of and signposting to support services for children*
- *Staff health and wellbeing and their continuing professional development (CPD)*
- *Partnership with parents/carers, the local community, external agencies and volunteers to support pupil health and wellbeing*
- *Assessing, recording, monitoring and celebrating outcomes.*

### 1.3 Our beliefs about PSHCE

We believe that PSHCE has the power to enhance the health and wellbeing of all children, their families and the whole school community. It 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 aims.

PSHCE helps children to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives, now and in the future, as individuals, citizens, workers and parents. It is embedded within wider learning to ensure that children learn to develop resilience and healthy relationship skills, which they will practise and see enacted in the school environment.

### 1.4 Defining PSHCE

We will use 'Personal, Social, Health and Citizenship Education' (PSHCE) as an umbrella term for all aspects of practice and learning in our school associated with wellbeing and health. A significant part of our PSHCE provision will be accessed through the planned, taught curriculum. Our PSHCE curriculum is supported by whole school enrichment activities.

Many aspects of our PSHCE provision are statutory from Sept 2020, as part of Relationships Education and Health Education. However, there are other areas which we consider important for our children e.g. Road Safety and Financial Education. These areas are not statutory, but we will teach them in the wider context of our PSHCE provision to meet the needs of our children.

We do not seek to teach Relationships Education and Health Education as separate subjects, but integrated through the topics we cover in our broader PSHCE programme.

### 1.5 Intent of our PSHCE Curriculum

Our aims for PSHCE are:

- To enhance skills for communication, empathy and healthy relationships which underpin both success in learning and positive relationships
- To support the development of resilience, self-esteem, self-efficacy and aspiration
- To offer accurate and relevant knowledge to support decisions about personal wellbeing and health
- To explore the relevance of knowledge for personal situations and decision making
- To offer opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- To offer the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

## 2. Implementing Policy

### 2.1 School Aims and Values

This PSHCE policy is set within the wider context of the school's aims and values, which include the following:

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, which recognises and values their diverse backgrounds and needs.
- We promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others at home, school, work and in the community.
- We prepare our pupils to engage with the challenges of adult life confidently.
- We provide sufficient information and support to enable our pupils to make safer choices.
- We provide pupils, through an enriched curriculum, with opportunities to develop the necessary skills to manage their lives effectively.
- We help our pupils to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.
- We create a wider awareness of religious, cultural and moral values and respect for different ethnic groups, religious beliefs and ways of life within a Christian framework.
- We promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated.
- We work in partnership with parents and carers, and with the wider community, to support children in all aspects of their wellbeing.

## 2.2 Aims of our PSHCE Policy

The aim of our PSHCE Policy is to ensure quality and consistency in our approach to all aspects of PSHCE in our school. This includes our whole school approach to promoting health and wellbeing, as well as the curriculum.

The policy aims to:

- explain the central role PSHCE plays in the life of the school and in children's learning, within the context of national and local guidance
- provide guidance to members of staff in all roles about their responsibilities in relation to PSHCE
- ensure that the entire school community understands the role of PSHCE in the ethos of the school
- ensure a consistent approach to planning and delivering PSHCE
- ensure that children receive an entitlement curriculum with progression and a high quality experience of teaching and learning
- ensure that staff have the knowledge, understanding and skills to deliver the PSHCE curriculum
- promote partnership work with parents/carers to support children's learning and development in PSHCE, health and wellbeing
- support children's involvement in reviewing and developing work related to PSHCE and Healthy Schools
- enable the assessment of children's learning in line with local and national guidance
- ensure continuing development as a healthy school
- provide guidance about the criteria for selecting and using high quality resources
- provide guidance to help ensure the quality of methodology and approaches to teaching and learning in PSHCE
- support the PSHCE coordinator in monitoring, reviewing and developing practice.

## 2.3 Related Policies

This policy acts as an overarching policy for theme-specific policies and guidance in the following areas: *Anti-bullying, RSE, Drug Education, Healthy Eating and Physical Activity*. These policies include more detailed explanation of how these themes will be delivered.

It is also linked to and is delivered in the context of the following policies: *Relationships Education,, Behaviour, Safeguarding, Anti-bullying, , SEN/Inclusion, Equality and Diversity, Health and Safety, , Staff Health and ICT/Computing (including E-safety & Acceptable Use policy), Science.*

## 2.4 Implementing Our PSHE Curriculum

Our PSHE and Citizenship programme (which is covered through the taught curriculum and our wider provision) includes teaching and learning within the following strands:

**Family and Relationships:**

**Safety and the changing body**

**Health and Well being**

**Citizenship:**

**Economic Wellbeing**

## 2.5 Inclusion, Equality and Diversity

We promote the needs and interests of all pupils, inclusive of gender, culture, ability and aptitude. Our approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of the children to ensure that all can access the PSHCE curriculum.

In relation to those with special educational needs, we will review our PSHCE programme to ensure that appropriate provision is made. When working with children with additional needs we consider:

- their level of vulnerability
- their need to develop assertiveness and their sense of self
- the need to involve all staff and carers in policy development, planning and training
- the need for a range of approaches to teaching and learning to ensure they are genuinely inclusive
- sources of support for pupils.

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our children and, in acknowledging and exploring different views and beliefs, seek to promote respect and understanding.

We are particularly aware of our duties under the Equalities Act and will ensure that all children with protected characteristics, or whose family members may have protected characteristics, see themselves reflected in our PSHCE provision. We will achieve this by careful selection of teaching resources, case studies and children's fiction.

The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We recognise that PSHCE is a prime location for proactive teaching of skills relating to empathy, acceptance and respect for diversity.

We promote social learning and expect our pupils to show a high regard for the needs of others. PSHCE is an important vehicle for addressing both cultural and gender issues and for promoting equal opportunities and access for all.

## 2.6 Confidentiality and Safeguarding

The delivery of high quality PSHCE supports us in delivering our statutory duties relating to Safeguarding. We recognise that many areas of PSHCE will prompt children to reflect on their own families, relationships and personal experiences. We know that, for some children, this will highlight disparities which may cause them to seek help from trusted adults in school.

Staff will build safe learning environments through the creation of Ground Rules specific to PSHCE. Staff will use distancing techniques such as puppets, case studies and children's fiction to make direct talk about home circumstances less likely in a whole class teaching situation.

Adults will ensure that children understand what adults (and their peers) may and may not keep confidential.

If visitors are working in a classroom or other teaching situation, they will follow the school's policies/guidance on confidentiality and on safeguarding, and other relevant school policies.

***All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.***

## 3. Involving the Whole School Community

### 3.1 Working with Staff

Within the context of the School Improvement Plan, support and training will be made available to all staff as appropriate. This includes allocating time at staff meetings to introduce new areas of work and to review the effectiveness of the approaches used. Whole staff training is used where there are development needs for the whole staff. Individual staff members are offered training opportunities to enable them to fulfil their roles.

We recognise that PSHCE and wellbeing are relevant to members of staff in all roles, and we ensure training and support is accessible for all staff. Some training opportunities may be organised for all staff.

Staff members are informed about the location and content of policies that apply throughout the school.

The coordinator is entitled to receive training in their role. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to promoting health and wellbeing. They also take responsibility for supporting other members of staff in their work relating to PSHCE, which may include ensuring appropriate training opportunities.

### 3.2 Engaging with Pupils

If PSHCE is to be effective, we understand that it must meet the needs of pupils. Also, we recognise that if pupils are fully engaged in areas of work, they will build ownership and self-efficacy in these areas, leading to more positive outcomes.

- We will involve pupils in the evaluation and development of their PSHCE in ways appropriate to their age.
- We will seek opportunities to discuss children's views about the content of their PSHCE lessons within our planned themes.
- We will engage children in areas of whole school development such as healthy lifestyles work so that their learning does not only take place in classroom settings.
- We will utilise school council/class council/whole school assemblies to engage with children on key areas of whole school development.

### 3.3 Working with Governors

We have a named link governor for PSHCE who works closely with and in support of the coordinator.

When aspects of PSHCE appear in whole school development planning/the School Improvement Plan, a governor will be assigned to reflect on, monitor and review the work as appropriate.

The governing body as a whole plays an active role in monitoring, reviewing and developing the policy and its implementation in school.

### 3.4 Communicating with Parents/Carers

We recognise 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 and carers when planning and delivering PSHCE. We encourage this partnership by:

- informing parents/carers by letter/ by email/on the website of forthcoming PSHCE topics and their content
- informing parents/carers about aspects of the PSHCE curriculum through leaflets/newsletter e.g. road safety tips, information about anti-bullying, healthy eating tips
- providing supportive information about parent/carers' roles in PSHCE and how they can develop protective factors with their children
- including out of school learning/family learning opportunities within our curriculum for PSHCE, and encouraging children to share at home their learning about all aspects of PSHCE
- inviting parents/carers to discuss their views and concerns about PSHCE on an informal basis.

Parents and carers will be given access to this policy on request. It is also available in the school office.

### 3.5 Working with External Agencies and the Wider Community

Where appropriate we use visits and visitors from outside agencies or members of the community to support the PSHCE programme. 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.

External trips and residential visits make a significant contribution to children's personal development. When planning such visits, we use opportunities to promote children's learning in relevant areas of the PSHCE curriculum

Our partnership with the local community is a significant part of school life, and we recognise and value its contribution to the PSHCE programme. Many of our links with the community enable us to practise active Citizenship.

We include a range of opportunities for community involvement and activities, such as:

- links with the church (e.g. harvest festival)
- charity fundraising (e.g. links with the local food bank, supporting events such as Comic Relief and Children in Need)
- school clubs (e.g. choir performance in care home)
- invitation lunches (e.g. soup day)
- citizenship visits (e.g. 'Ask your MP' day)
- links with local services (e.g. visits from the Police Community Support Officer)

## 4. Curriculum Organisation

The DfE guidance for Relationships Education and Health Education require that the curriculum is organised in such a way that:

- 'Effective teaching ...will ensure the core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way within a planned programme of lessons.'
- 'Opportunities to practise applying and embedding new knowledge so that it can be used confidently and skillfully in real life situations.'

We recognise the increased importance of PSHCE within our timetable, now that Relationships Education and Health Education have become statutory. We will ensure that it has equal status with other foundation subjects in the curriculum.

Children receive their entitlement for learning in PSHCE through a progressive, spiral curriculum. Our PSHCE programme is delivered through a variety of opportunities for children of all ages, including:

- designated timetabled lessons in PSHCE
- subjects across the curriculum
- enrichment weeks/days
- visitors,
- residential and day visits
- assemblies on our school's values
- small group interventions

We recognise that PSHCE is best taught by adults who know our children well. PSHCE will primarily be taught by the class teacher, supported by other members of staff where appropriate.

## 4.1 Teaching Methodologies

In order to address the 'active learning triangle' of knowledge, skills and attitudes, a wide range of methodology is used in teaching the PSHCE curriculum. The focus is on interactive learning, and approaches include: *Circle Time, whole class discussion, social skills games and activities, working in pairs/groups, brainstorming, drama and role play, use of puppets, use of story and picture books and use of technology.* Many of these approaches also act as distancing techniques, enabling children to discuss issues without discussing personal experience.

Many of the methodologies we use in PSHCE will also be employed in other areas of the curriculum to further develop communication, group work and debating skills.

### Ground Rules

PSHCE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Teachers and children together develop ground rules, which ensure that every child feels safe and is able to learn in a supportive and caring environment.

### Answering Questions

We acknowledge that sensitive issues will arise in PSHCE, as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way that reflects the stated school aims and curriculum content for PSHCE. 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 PSHCE leader. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We may use a 'Question box', where questions may be asked anonymously.

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 possibility of abuse or risk of harm, teachers will pass this information to the Designated Safeguarding Lead (DSL), in line with school policy and procedures.

Further information about how we will answer questions about aspects of PSHCE such as RSE and Drug Education can be found in the specific policies for those areas.

## 4.2 Curriculum Materials and Resources

We use primarily the Kapow Primary scheme, supplemented by the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering PSHCE.

We will avoid a 'resource-led' approach to delivering PSHCE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will evaluate teacher resources before using them. See [Checklist for selecting resources](#) for further guidance.

When PSHCE-related resources are being used within other subject areas the same criteria are applied. This also applies to online resources, such as the use of websites and presentations.

We will use children's books, both fiction and non-fiction, extensively within our PSHCE programme. The same selection criteria apply, and teachers will always read and assess the books before using them to ensure they are appropriate for the planned work. They will also consider the needs and circumstances of individual children in the class when reading texts.

The key texts we use are listed within the Cambridgeshire PDP Units of Work.

## 4.3 Assessment, Recording, Reporting

We assess children's learning in PSHCE in line with approaches used in the rest of the curriculum. Children's learning is planned using learning objectives which are explained to the children, and we may negotiate success criteria with them at the start of each topic. Teachers draw on their observation of children's learning and children's self-assessment to arrive at their overall assessments.

We record children's work in PSHCE in a class book with photos and result of group discussion/the children's PSHE books/teacher records of work completed/ RAG sheets at the end of each unit of work.

Teacher assessment is used to provide an overview of the child's learning within a unit of work, and to assess whether the child is working at the expected level, working towards or working at greater depth.

We report to parents/carers at the end of the school year on children's learning and progress within PSHCE.

# 5. Monitoring the Impact

## 5.1 The Process for Development and Review

This policy has been drawn up in consultation with all staff, parents/carers, children, governors, members of the wider school community and other agencies.

We are committed to the ongoing development of PSHCE in our school. We will use the following indicators to monitor and evaluate our progress:

- A co-ordinated and consistent approach to curriculum delivery has been adopted.
- A flexible approach to delivering PSHCE that responds to children's needs (identified through consultation, research or observation) is in place.
- Children are receiving an entitlement curriculum for PSHCE in line with statutory requirements
- There are clearly identified learning objectives for all PSHCE activities, and children's learning is assessed using both formative and summative approaches.
- Opportunities for cross-curricular approaches are being used where appropriate.
- The impact of training for staff and governors is evaluated.
- Policy and practice is reviewed regularly and involves staff, governors and, where appropriate, children.



- Opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our PSHCE, for example, through parent/carer information sessions.
- A variety of methods are employed to communicate the key points of the policy and curriculum to the community.
- The PSHCE leader is responsible for overseeing and reviewing this policy.

The Policy will be reviewed every 3 years, or sooner if there are significant changes or circumstances necessitate a review.

The next review will take place by 1/9/2023

## 5.2 Location and Dissemination

This policy document is freely available on request to the entire school community.

A copy of the policy can be found on the the staff share drive.

# 6 Appendices

## 6.1 Our School Long Term Plan for PSHCE

PSHE Rolling programme

Foundation	
<b>Myself and My Relationships</b>	<p><b>Myself and My Relationships 1</b>  <b>Beginning and Belonging (NB, GFG)</b></p> <ul style="list-style-type: none"> <li>• How am I special and what is special about other people in my class?</li> <li>• What have I learnt to do and what would I like to learn next?</li> <li>• How do we welcome new people to our class?</li> <li>• What can I do to make the classroom a safe and happy place?</li> <li>• How can I play and work well with others?</li> <li>• How can I respect the needs of others?</li> <li>• How does my behaviour make other people feel?</li> </ul> <p><b>Myself and My Relationships 2</b>  <b>My Family and Friends - Including Anti-bullying (GOFO, SNTB)</b></p> <ul style="list-style-type: none"> <li>• Who are my special people and why are they special to me?</li> <li>• Who is my family and how do we care for each other?</li> <li>• What is a friend?</li> <li>• How can I be a good friend?</li> <li>• How do I make new friends?</li> <li>• How can I make up with friends when I have fallen out with them?</li> <li>• How does what I do affect others?</li> <li>• Do I know what to do if someone is unkind to me?</li> </ul> <p><b>Myself and My Relationships 3</b>  <b>My Emotions (C, R, GTBM)</b></p> <ul style="list-style-type: none"> <li>• Can I recognise and show my emotions?</li> <li>• Can I recognise emotions in other people and say how they are feeling?</li> <li>• Do I know what causes different emotions in myself and other people?</li> <li>• How do I and others feel when things change?</li> <li>• Do I know simple ways to make myself feel better?</li> <li>• How can I help to make other people feel better?</li> </ul>

<p><b>Healthy and Safer Lifestyles</b></p>	<p><b>Healthy and Safer Lifestyles 1</b> <b>My Body and Growing Up</b></p> <ul style="list-style-type: none"> <li>• What does my body look like?</li> <li>• How has my body changed as it has grown?</li> <li>• What can my body do?</li> <li>• What differences and similarities are there between our bodies?</li> <li>• How can I look after my body and keep it clean?</li> <li>• How am I learning to take care of myself and what do I still need help with?</li> <li>• Who are the members of my family and trusted people who look after me?</li> <li>• How do I feel about growing up?</li> </ul> <p><b>Healthy and Safer Lifestyles 2</b> <b>Keeping Safe (Including Drug Education)</b></p> <ul style="list-style-type: none"> <li>• What do I think I have to keep safe from?</li> <li>• How do I know if something is safe or unsafe?</li> <li>• Do I understand simple safety rules for when I am at home, at school and when I am out and about?</li> <li>• Can I say 'No!' if I feel unsure about something and it does not feel safe or good?</li> <li>• Can I ask for help and tell people who care for me if I am worried or upset?</li> <li>• Who are the people who help to keep me safe?</li> <li>• What goes on to and into my body and who puts it there?</li> <li>• Why do people use medicines?</li> <li>• What are the safety rules relating to medicines and who helps me with these?</li> </ul> <p><b>Healthy and Safer Lifestyles 3</b> <b>Healthy Lifestyles</b></p> <ul style="list-style-type: none"> <li>• What things can I do when I feel good and healthy?</li> <li>• What can't I do when I am feeling ill or not so healthy?</li> <li>• What can I do to help keep my body healthy?</li> <li>• Do I understand why food and drink are good for us?</li> <li>• Do I understand what exercise is and why it is good for us?</li> <li>• Do I understand why rest and sleep are good for us?</li> </ul>
<p><b>Citizenship</b></p>	<p><b>Citizenship 1</b> <b>Identities and Diversity</b></p> <ul style="list-style-type: none"> <li>• Who are the people in my class and how are we similar to and different from each other?</li> <li>• Who are the different people who make up a family?</li> <li>• What things are especially important to my family and me?</li> <li>• What are some of the similarities and differences in the way people including families live their lives?</li> <li>• How can we value different types of people including what they believe in and how they live their lives?</li> <li>• How do we celebrate what we believe in and how is this different for different people?</li> </ul> <p><b>Citizenship 2</b> <b>Me and My World</b></p> <ul style="list-style-type: none"> <li>• Who are the people who help to look after me and my school?</li> <li>• How can I help to look after my school?</li> <li>• How can I help to care for my things at home?</li> <li>• Where do I live and what are the different places and features in my neighbourhood?</li> <li>• Who are the people who live and work in my neighbourhood including people who help me?</li> <li>• How can we look after the local neighbourhood and keep it special for everybody?</li> <li>• What do animals and plants need to live and how can I help to take care of them?</li> <li>• What is money and why do we need it?</li> <li>• How do we save money?</li> </ul>
<p><b>Transition</b></p>	<p><b>Transition</b></p>

	Year A	YEAR B
Year 1 and 2 Family and relationships	INTRODUCTION TO RSE AND SETTING GROUND RULES What is family? Families offer stability and love Families are all different Friendship problems and how to overcome them Healthy friendships Working with others Stereotyping-gender	INTRODUCTION TO RSE AND SETTING GROUND RULES What are friendships? How to deal with unhappy friendships Recognising other people's emotions Other people's feelings Manners and courtesy Stereotyping-gender
Year 1 and 2 Safety and the changing body	Communicating safely and effectively with adults at school Communicating safely and effectively with adults outside of school Safety with substances what should and should not go in the body Safety and home- potential hazards in the home What to do if I get lost Making a call to emergency services People who help to keep us safe in our community	Introduction to the internet Communicating online- not sharing personal information The difference between secrets and surprises Road safety 1 Road safety 2 Safety with medicines
Year 1 taught separately Safety and the changing body	Appropriate contact-acceptable and unacceptable physical contact	
Year 2 taught separately Safety and the changing body	My private parts - the concept of privacy and the correct vocabulary for these (vocabulary penis, vulva) My private parts and private- safe and unsafe touches (penis, vulva and testicles)	
Year 1 and 2 Health and wellbeing	Understanding my feelings What am I like- identifying strengths and qualities Ready for bed-effective of good quality sleep Relaxation –laughter and progressive muscle relaxation Handwashing and personal hygiene Sun safety Allergies Steps to success-setting achievable goals Growth mindset-overcoming difficulties People who help us stay healthy	Experiencing different feelings Being active Relaxation-breathing exercises Handwashing and personal hygiene Sun safety Allergies Steps to success-setting achievable goals Growth mindset-overcoming difficulties Healthy diet Looking after our teeth

Year 1 and 2 Citizenship	Rules Caring for others: animals The needs of others Similar, yet different Belonging Democratic decisions School council Giving my opinion	Rules beyond school Our school environment Our local environment Job roles on our local community Similar yet different in my local community School council Giving my opinion
Year 1 and 2 Economic wellbeing	Introduction to money Looking after money Banks and Building societies Saving and spending Jobs in school	Where money comes from Needs and wants Wants and needs Looking after money Jobs
Year 1 and 2 transition	1 lesson transition	