



## Life Skills (PSHE) Policy

This policy can be made available in large print or other accessible format if required.

### Contents

Introduction .....	2
Links with other policies .....	2
Rationale .....	2
Aims .....	3
Objectives .....	4
Resources .....	5
Time Allocation & Staffing .....	6
Learning Support Provision .....	6
Differentiation & Setting.....	7
Assessment .....	7
Sex and Relationships Policy .....	7
Curriculum Enrichment.....	8
Prevent Duty .....	9
Fundamental British Values .....	9
Democracy: making decisions together.....	9
Individual liberty: freedom for all .....	10
Mutual respect and tolerance: treat others as you want to be treated.....	10
Development.....	11
Appendix 1 – Scheme of Work : Life Skills .....	12
Appendix 2 - Life Skills and Relationships Education - Jigsaw Content Overview .....	14

Date of review	August 2020	Date ratified by Governors	September 2020
Date of next review	August 2021	Reason for review	Annual review

## **Introduction**

This document is a statement of the rationale, aims and objectives of the teaching of Life Skills (PSHE) at Hampton Pre-Prep and Prep School (the School). This policy is for pupils in the Early Years Foundation Stage (EYFS) (Kindergarten and Reception), Pre-Prep and Prep.

## **Links with other policies**

We recognise that this policy links and cross-references with a number of other policies; it should, therefore, be read in conjunction with the following:

- Relationships Education Policy
- Safeguarding (Child Protection) Policy
- Anti-Bullying Policy
- Equal Opportunities for Pupils Policy
- Looked After Children Policy
- Mental Health Policy
- ESafety Policy

## **Rationale**

Personal, social, health and economic education (PSHE) is the planned provision to promote the pupils' personal, social and emotional development, as well as their health and wellbeing. We aim to equip the children with the knowledge and skills they need in order to lead confident, healthy and independent lives. We aim to help them understand how they are developing personally and socially and to tackle many of the moral, social and cultural issues that are a part of growing up. We aim to give the children an understanding of the rights and responsibilities that are part of being a good citizen and introduce them to some of the principles of prudent financial planning and understanding, thereby developing a secure sense of identity in order to function well in the world.

We are mindful that today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. Naturally, this presents many positive and exciting opportunities, but also challenges and risks. In this environment, it is essential that our pupils know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way, including the nature and quality of the personal relationships they will establish and seek to maintain.

We believe that the personal, social and health development of each child, in conjunction with their citizenship skills, has a significant role in their ability to learn. To this end, we value the importance of Life Skills (PSHE) in preparing children for the opportunities, responsibilities and experiences of adult life, including fostering healthy relationships. We believe that a child needs to learn about the many emotional aspects of life and how to manage their own emotions.

We are also aware of the way that Life Skills (PSHE) supports many of the principles of Safeguarding (see Safeguarding (Child Protection) Policy) and the Relationships Education Policy. At Hampton Pre-Prep & Prep, we are very conscious that Relationships Education and Life Skills are inextricably linked. Together, they provide an important forum to give pupils vital skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. It is, therefore, a tool to safeguard children.

Relationships Education is, therefore, an essential and integral part of the Life Skills (PSHE) programme at the School, and aims to promote equality between individuals and groups irrespective of individual differences. It involves an exploration of human and social diversity, and a fostering of self-worth.

School based Life Skills (PSHE) complements and helps children and young people make sense of what is implicitly and explicitly learnt at home from parents, carers, family, friends and wider society and is therefore a vital part of their personal development.

We take a whole school approach to the subject: we believe that Life Skills (PSHE) teaching will not impact upon beliefs and behaviour if school systems, structures, experiences and expectation do not support classroom learning.

**Aims: It is the responsibility of the Life Skills (PSHE) Department to:**

- give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives to become informed, active, responsible and positive members of a diverse multicultural society;
- encourage pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the School, the local community and indeed the global community;
- help children to learn to recognise their own worth, work well with others and become increasingly responsible for their own learning;
- ensure the children experience the process of democracy through participation in classroom management (for example, Break-time Helpers, House Captains, School Council and Head Boy);
- support the children in becoming more discerning in their ability to assess the reliability of sources;
- teach children about their rights and their responsibilities to each other.

At the School, all staff and pupils work together in order to create a positive climate both in and out of the classrooms.

Respect is developed through sharing and taking turns in the EYFS, progressing to listening to the points of view of others on a variety of issues.

Self-esteem is fostered not only through the way we talk to each other and display work, but also through Life Skills (PSHE) lessons, Circle Time, Assemblies and various different rewards and incentives.

The School Council and Buddy system encourage pupils to be assertive and to take control over some aspects of their school life.

Opportunities to ensure appropriate independence are built into teaching, so that by the end of Year 6, pupils are well used to employing research skills, can work and think independently and are generally prepared for their transition to senior school.

Our Leavers' Programme covers a wide range of Life Skills to assist with moving on, personal safety and economic education.

Pupils take the initiative in fund raising events, where, for example in the past, winners of our Mock General Election have researched and then asked the School to vote how to donate Hampton Pre-

Prep and Prep School Association funds to local, national and international charities. A 'Roots and Shoots' activity was also organised as a co-curricular activity, raising further funds.

Examples of economic education occur throughout the School from Kindergarten to Year 6. Our youngest pupils take part in all sorts of role-play activities involving handling money – shops, cafes and travel agents to name but a few. When raising money for specific charities throughout the school year, pupils are encouraged to sort and count money, and find the total. The Year 6 Leavers' Healthy Lunch Activity is a more sophisticated example. Pupils have to research and plan by taking into consideration their group's requirements (i.e. religious, medical and personal preferences), before the shopping can take place. Once they have sourced and paid for their items, they then have to make their own picnic lunch as the end result.

Expectations of pupils by teachers and by others themselves are high; pupils are encouraged to 'achieve their targets' and to 'challenge themselves'. All staff, teaching staff and non-teaching staff, are involved in contributing to the positive ethos.

It follows that equality and fairness are concepts which are central to the fostering of identity and pride in the School.

We aim to educate the emotional literacy of pupils by developing:

- living together;
- working together;
- having an aim in life;
- good self-esteem;
- respect for self and others (including Anti-bullying and Cyber Bullying issues);
- respect for property;
- keeping healthy;
- keeping safe (including internet safety);
- sociability;
- confidence;
- opinions, in a safe environment;
- discussion skills;
- an understanding that 'rights' also implies 'duties'.

**Objectives: It is the Life Skills (PSHE) Department's primary objective that our broad and balanced curriculum will:**

- promote the spiritual, moral, cultural, mental and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of later life.

**Furthermore, to:**

- develop their sense of social justice and moral responsibility, and begin to understand that their own choices and behaviour can affect local, national or global issues;
- become independent and self-confident;
- respect different national, religious and ethnic identities;
- engage critically with and explore diverse ideas, beliefs, cultures and identities and the values we share as citizens in the UK and the world;
- become informed, critical, active citizens who have the confidence and conviction to work collaboratively, take action and try to make a difference in their communities and the wider world;

- embrace change, feeling positive about who they are and enjoy healthy, safe, responsible and fulfilled lives;
- learn to recognise, develop and communicate their qualities, skills and attitudes and reflect on and clarify their own values and attitudes.

Life Skills (PSHE) and our pupils' spiritual, moral, social and cultural (SMSC) development is more crucial than ever for: personal development, behaviour and welfare, safeguarding and ultimately, the overall effectiveness of the School.

Life Skills (PSHE) includes the four strands as defined by the Qualifications and Curriculum Authority (QCA), that is to:

- develop confidence and responsibility;
- prepare pupils to play an active role as citizens;
- develop a healthy, safer lifestyle;
- develop good relationships and respect others.

These strands will be central to the Life Skills (PSHE) programme throughout the School. As will the promotion and development of Every Child Matters outcomes:

- be healthy;
- stay safe;
- enjoy and achieve;
- make a positive contribution;
- achieve economic wellbeing.

We remain conscious that our Life Skills(PSHE) provision should remain within the guidelines of protected characteristics as defined in The Equality Act 2010; it is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of age, sex, race, disability, religion or belief, sexual orientation or gender reassignment. The School's Life Skills (PSHE) curriculum promotes respect and a culture of tolerance and diversity, and this is firmly embedded in the School's Aims and Ethos.

## **Resources**

We use material from *Jigsaw* to support the delivery of lessons. This programme draws together the Life Skills programme, including elements of Relationships Education and Health Education for Reception to Year 6.

The content overview is available in this policy but also on our website. We ensure that cross curricular links are made where possible i.e. through ICT (e-safety), RE and Science.

Life Skills (PSHE) resources are kept in the library in the Pre-Prep and in the Room 8 in the Prep Department; they are updated from time to time by the Head of Life Skills (PSHE) and the Head of Pre-Prep.

They are readily available to Form Teachers and include:

- booklets/worksheets divided by topic;
- DVDs;
- internet-based resources;
- information packs provided by individual charities/organisations.

See Appendix 1 and 2 for further information.

### **Time Allocation & Staffing**

At the School, every class has a Life Skills lesson once a week. The curriculum has been developed to meet the aims stated above. It is considered flexible and not overly prescriptive; it is recognised that the subject requires the teacher to be at times reactive to circumstances that arise and to children's needs.

In Pre-Prep, the content of our Life Skills (PSHE) programme is largely addressed in the classroom in a cross-curricular approach, for example in Science, RE, PE or Humanities, as well as in discreet sessions. Circle Time provides a useful platform for discussing pertinent topics with our youngest children. The content of these sessions may be planned according to our programme, or may arise from issues and questions raised by the children in response to their experiences.

Form assemblies and whole school assemblies provide a useful forum for imparting and discussing information, experiences and attitudes. Similarly, the time spent out of the classroom in the playground and dining hall can be a positive learning opportunity. As such the whole school, including non-teaching staff, support the programme.

In addition to these class-based lessons, pupils are given the opportunity to hear a diverse range of outside speakers covering relevant topics. National awareness weeks are also reflected upon and used as a spur for activities (please see below).

In the Prep Department, one forty-minute lesson per week is currently dedicated to the subject. This can be supplemented during the weekly 20-minute Form Teacher session.

The designated sessions of 40 minutes at the same time every Thursday allows Form Teachers the opportunity to plan specific sessions according to our programme. Other opportunities will arise from issues and questions raised by the children in response to their experiences.

The Life Skills (PSHE) is also addressed in other curriculum areas, for example in Science, RE, PE or Humanities, or in discreet sessions such as House Meetings or in Co-Curricular Activities such as Thinking Skills. School assemblies take place three times a week and regular consultation between the Head of Life Skills (PSHE) and the Headmaster enable these to be used as opportunities to enhance and reinforce Life Skills (PSHE) teaching.

### **Learning Support Provision**

Form Teachers conducting Life Skills (PSHE) sessions make every effort to include and support all pupils with suitable and accessible learning material. Support and advice can be sought from the Heads of Learning Support (Prep & Pre-Prep), other Teaching staff and Teaching Assistants.

This may be achieved through working closely with individuals, finding exercises that boost their self-esteem to diminish feelings of inadequacy, or working on a whole-class exercise that makes others aware of how that individual may be feeling.

See the Learning Support Policy for more information.

We are also appreciative of and are sensitive to the diversity of backgrounds in our School Community. We are aware of the children's various needs and match our programme to their age, experiences and maturity and will adjust it accordingly. Further details can be found in the Equal Opportunities Policy.

## **Differentiation & Setting**

As in all other subject areas, the School strives to enable all pupils to reach their full potential. Timetabled Life Skills (PSHE) sessions are delivered within the context of Form or, sometimes, Year group. All these groups are, therefore, of mixed academic ability. Appropriate differentiation needs to be taken into consideration by Form Teachers when preparing their sessions in order to enable all members of the group to have equal access to the session. It is to be remembered that a pupil who is not particularly good at articulating himself on paper may well shine in open discussion, and vice versa.

## **Assessment**

It is important that Life Skills (PSHE) work is evaluated and assessed by Form Teachers because we must be able to:

- monitor our provision;
- give us and pupils (and parents) feedback about their progress and how their learning might be improved;
- improve learning and increase pupils' motivation;
- help pupils to reflect on and identify what they have learnt.

However, formal assessment/marking in Life Skills (PSHE) is not undertaken as in other subjects. This would be inappropriate as young people's self-esteem, for example, is not linear, but may rise and fall according to the complexities of developing life.

Evidence of learning comes from:

- improved attitude and behaviour in class and around the School;
- increased awareness of courtesy, trustworthiness and respect for property (these three aspects are rewarded with House points);
- increasing ability to form constructive relationships with one another, teachers and other adults;
- increasing understanding of the impact the individual makes on others;
- increasing respect for the differences between people, particularly their feelings, values and beliefs;
- an increasing ability to show initiative and take responsibility.

Form Teachers will be responsible for evaluating the work that their pupils complete in class. The Head of Life Skills (PSHE) will be responsible for ensuring the policy and programme is implemented as agreed and will support pupils' progress.

The Form Teacher may employ:

- self-assessment (checklist, display, questionnaire);
- peer assessment (role-play, interviewing each other);
- whole group assessment (brainstorms, worksheets, role-play);
- teacher assessment (checklist, response to group);
- joint teacher-pupil assessment (reflection and involvement in school, ability to work within the group, Circle Time).

## **Sex and Relationships Policy**

Sex and Relationships Education is delivered as part of the School's Life Skills (PSHE) programme, in Science lessons as required and in all aspects of School life.

The School follows the guidelines of the DfE (Department for Education) with respect to the teaching of Sex and Relationships Education.

In Year 6, as part of the Leavers' Programme, pupils are taught about their physical changes to their bodies (as well as for girls during the pubescent years). This is taught by the School Nurse with the support of the Deputy Head Pastoral. Parental permission is sought before pupils receive this element and they are offered the opportunity to meet with the School Nurse and Deputy Head Pastoral in advance of these sessions so they know exactly what content will be covered.

The objective of Sex and Relationships Education is to help to inform and support the pupils during their physical, emotional and moral development within the wider range of the School policies.

The School recognises the need to supply accurate information and support to the children at the appropriate stages of their development. We aim to promote self-esteem, self-awareness and a sense of moral responsibility as a basis for informed choice and the fostering of a just and democratic society.

We recognise that children need a framework of guidelines within which they can operate and they should know what values are considered important in our community. The staff should act as positive role models for the children.

The expectations and responsibilities of parents in respect of Sex and Relationships Education are acknowledged and parents have the right to withdraw their children from this part of the curriculum. Please refer to the Relationships Education Policy.

The School regularly monitors the delivery of this programme.

### **Curriculum Enrichment**

All children are offered opportunities to enrich their educational experience, and are all encouraged to take up as many as possible.

Some specific examples include:

- i. School performances – participation in performances and concerts from Kindergarten upwards.
- ii. Visits to St Mary's Church, Hampton and other religious places of worship.
- iii. The School Council has representatives from Reception to Year 6.
- iv. Co-Curricular activities for Reception upwards.
- v. 'Awe and Wonder Experiences', for example, observing caterpillars to butterflies and chicks hatching.
- vi. Fundraising activities, for example, Hampton Pre-Prep and Prep School Marathon, cake sales and regular 'Mufti' Days.
- vii. Whole School Theme Days – Wellbeing Day.
- viii. Year 6 Leavers' Programme.
- ix. Visitors to the School as explained below.
- x. Discussion and awareness of current affairs, for example news programme are shown on interactive whiteboards in Registration, discussed in assemblies and at 11+ mock interviews.
- xi. Mindfulness PawsB is taught by qualified staff throughout the Prep.

Work in Life Skills (PSHE) is further enhanced by having visitors to the School. We endeavour to evaluate the content of the visitor's talk, performances and so on to ensure suitability of age/stage

of development. All visitors will be briefed with regard to: the ethos of the School, the context of class/group to be visited and confidentiality. A Visiting Speaker Form must be completed in advance of the talk/workshop.

All visitors must 'sign in' in the Visitors' Book, will wear the lanyard provided whilst they remain on site and are accompanied by a member of staff at all times – see the Hampton School Trust Safeguarding (Child Protection) Policy for further information.

### **Prevent Duty**

The Government's Prevent Duty Guidance issued under s.29 of the Counter-Terrorism and Security Act 2015 (Act) and its application came into effect from July 2015.

It is essential all staff understand the risks of radicalisation, as well as the procedures in place to deal with it. Our broad and balanced curriculum promotes SMSC, mental and physical development of pupils, preparing them for opportunities, responsibilities and experiences of life but, above all else, we promote community cohesion. Staff need to be able to identify children who may be vulnerable and know what to do when they are identified. At the School, our 'Prevent' work depends on effective partnership with the police and the local authorities in the areas from which our children are drawn.

Staff must be vigilant and, to this end, all colleagues will receive regular, updated training as part of our School's ongoing measures designed to prevent the radicalisation of our pupils.

Staff must consult with the Designated Safeguarding Lead or Designated Safeguarding Officer immediately should they feel a pupil may be vulnerable to radicalisation and/or extremist views.

Further guidance can be found in *The Prevent Duty – Departmental advice for schools and childcare providers (June 2015)* and in the updated *Keeping Children Safe in Education (September 2020)*.

### **Fundamental British Values**

We value and celebrate the diverse heritage of everybody at the School, but alongside that, we value and celebrate being a part of the United Kingdom.

Fundamental British Values are embedded throughout the Life Skills (PSHE) curriculum and the Personal, Social, & Emotional Development (PSED) for our youngest pupils. Pupils examine and identify strategies to deal with a range of pertinent issues and maintain a strong and healthy self-esteem. Through the development of the pupils' personal wellbeing, including mental health and growth mind-sets, the pupils develop resilience. As pupils learn to respect themselves, it makes them better able to treat others with mutual respect.

In accordance with Part 2, paragraph 5 (a) and (b), Fundamental British Values are actively promoted in much of what we do, during RE, school assemblies, Form Time and, in particular, in the area of learning and development – PSED (EYFS).

As well as actively promoting British values, the opposite applies: we would challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views.

### **Democracy: making decisions together**

As part of the focus on self-confidence and self-awareness as cited in PSED (EYFS):

- We encourage children to see their role in the bigger picture, encouraging children to know

their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate we demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.

- We support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter as cited in PSED (EYFS):

As part of the focus on managing feelings and behaviour:

- We ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.
- We collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

### **Individual liberty: freedom for all**

As part of the focus on self-confidence & self-awareness and people & communities as cited in PSED and Understanding the World (EYFS):

- Children should develop a positive sense of themselves. We provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- We encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

### **Mutual respect and tolerance: treat others as you want to be treated.**

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in PSED and Understanding the World (EYFS):

- We strive to create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Staff encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- We promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping. A minimum approach, for

example having notices on the walls or multi-faith books on the shelves will fall short of 'actively promoting'.

What is not acceptable is:

- actively promoting intolerance of other faiths, cultures and race;
- failure to challenge gender stereotypes;
- routine segregation of girls and boys;
- isolating children from their wider community;
- failure to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

### **Development**

This Policy is subject to regular review between the Headmaster, the Deputy Head Pastoral, the Deputy Head Academic and the Head of Pre-Prep.

Following the Pastoral Review 2018 – 2019 a timeframe has been set out for the revision of the Life Skills Policy and a review of the mindfulness programme.

Continue a programme of Holistic Parental Talks.

Peter Cowley Safer Internet Day 2021 (Monday 8 February) – workshops for Years 3 – 6.

Year 6 Leavers' Programme

## Appendix 1 – Scheme of Work : Life Skills

### EYFS Kindergarten

Please refer to the EYFS Policy – Areas of Learning and Development – Personal, Emotional Development, Physical Development and Understanding the World.

Year Group	Autumn Term	Spring Term	Summer Term
<b>Year 1</b>	<u>Half Term 1</u> The Golden Rules  <u>Half Term 2</u> Feelings and Relationships (LCP KS1)	<u>Half Term 1</u> Right and Wrong (LCP KS1)  <u>Half Term 2</u> Behaviour and Manners	<u>Half Term 1</u> Keeping Safe  <u>Half Term 2</u> How we grow and change
<b>Year 2</b>	<u>Half Term 1</u> Rights and Responsibilities (LCP KS1)  <u>Half Term 2</u> Choices (QCA Unit 2)	<u>Half Term 1</u> Friends  <u>Half Term 2</u> Communities (LCP KS1)	<u>Half Term 1</u> People Who Help Us  <u>Half Term 2</u> Moving On
<b>Year 3</b>	<u>Half Term 1</u> Teamwork and Getting Along  <u>Half Term 2</u> How do Laws and Rules Affect me? (QCA Unit 8)	<u>Half Term 1</u> Choices (LCP KS2 File A) To include work on the upcoming residential trip  <u>Half Term 2</u> Health (LCP KS2 File A) plus two weeks on setting up a charity stall for the Summer Fair	<u>Half Term 1</u> Animals & Us (QCA Unit 3)  <u>Half Term 2</u> Communities (LCP KS2 File A)

<b>Year Group</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year 4</b>	<p><u>Half Term 1</u> Respect for Property (QCA Unit 9)</p> <p><u>Half Term 2</u> Living in a Diverse World (QCA Unit 5)</p>	<p><u>Half Term 1</u> Democracy (LCP KS2 File A) To include work on the upcoming residential trip</p> <p><u>Half Term 2</u> Feelings and relationships (LCP KS2 File A) plus two weeks on setting up a charity stall for the Summer Fair</p>	<p><u>Half Term 1</u> Mindfulness</p> <p><u>Half Term 2</u> Max Power – drugs and alcohol</p> <p>*Letter to Year 2 ‘Buddies’ to be completed this half of term</p>
<b>Year 5</b>	<p><u>Half Term 1 and 2</u> Three weeks each on: Right and Wrong (LCP KS2 File B) Rights and Responsibilities (LCP KS2 File B) Rules and Laws (LCP KS2 File B) Mr Smith’s Charity work (3 weeks)</p>	<p><u>Half Terms 1 &amp; 2</u> Mindfulness</p>	<p><u>Half Term 1</u> Cyber safety</p> <p><u>Half Term 2</u> In the Media – What’s in the News? (QCA Unit 11)</p>
<b>Year 6</b>	<p><u>Half Terms 1 and 2</u> Mindfulness, plus a session on exam anxiety</p>	<p><u>Half Term 1</u> The Global Community (LCP KS2 File B)</p> <p><u>Half Term 2</u> Moving On (QCA Citizenship Unit 12)</p>	<p><u>Half Term 1</u> Residential trip build up and charity activity (to be decided)</p> <p><u>Half Term 2</u> Y6 Leavers Programme, to include a whole class session with Michael Uccelli</p>

### **Other Information**

Please also include lessons around the following events:

#### **Autumn Term 2**

- November 11 - 15 – Anti-Bullying Week: United Against Bullying
- November 16 - 22 – Road Safety Week

#### **Spring Term 1**

- Safer Internet Day – Tuesday 9 February (Peter Cowley booked 8 Feb 2021)

Further events can be found on <http://www.twinkl.co.uk/calendar>

<https://www.awarenessdays.com/awareness-days-calendar/category/education-awareness/>

## Appendix 2 - Life Skills and Relationships Education - Jigsaw Content Overview

Year	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Pre-Prep</b>						
Reception	Self-identity Understanding feeling Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking Help Jobs Achieving goals	Exercising bodies Physical activity Healthy Food Sleep Keeping Clean Safety	Family life Friendships Breaking Friendships Falling out Dealing with bullying Being a good friend	Bodies* Respecting my body Growing up Growth and change* Fun and fears Celebrations
Year 1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicines /safety with household items Road safety Linking health and happiness	Belonging to a family Making friends / being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human* Changes in me* Changes since being a baby* Differences between female and male bodies (correct terminology)* Linking growing and learning Coping with change Transition
Year 2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions about stereotypes and gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating differences and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition* Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature* Growing from young to old* Increasing independence Differences in female and male bodies (correct terminology)* Assertiveness Preparing for transitions

Year	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Prep</b>						
Year 3	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Rights and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and where to go for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow* Understanding a baby's needs* Outside body changes* Inside body changes* Family stereotypes Challenging my ideas Preparing for transition
Year 4	Being part of a class team Being a school citizen Rights, responsibilities and democracy (School Council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby* Girls and puberty* Confidence in change Accepting change Preparing for transition Environmental change
Year 5	Planning for the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream jobs and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media body image Puberty for girls* Puberty for boys* Conception (including IVF)* Growing responsibility Coping with change Preparing for transition
Year 6	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, differences as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings* Conception and birth* Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

\*This content will be covered during Science lessons.