



Waterloo
Primary Academy

PSHE Policy

Approved & Adopted: 29 July 2023

Responsible Personnel: D. Woodcock

Policy Last Reviewed/Approved:

Review Period: Annual

Review Date: July 2024



Zest
Academy
Trust

“PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.”

PSHE Association

Statement of intent

Personal, Health, Social and Economic education is a fundamental part of Waterloo Primary Academy's curriculum. We believe that Children's attitudes to themselves and each other must be healthy if effective learning is to take place. PSHE plays a vital role in supporting pupils to make responsible and well informed decisions about their lives. It is actively concerned with supporting our pupils to acquire and extend knowledge, explore attitudes and develop skills which will enable pupils to have a positive regard for their own health, and develop into well-rounded members of society, who can make a positive contribution to their community. Our curriculum promotes pupil's spiritual, moral, social and cultural development and prepares children for the opportunities, responsibilities and experiences of life.



Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2023) 'Keeping children safe in education 2023' (KCSIE)

Roles and responsibilities

The Academy Council is responsible for:

- ensuring the school's PSHE Policy is implemented effectively
- ensuring that the PSHE Policy, as written, does not discriminate on any grounds or protected characteristics

The Head of School is responsible for:

- reviewing the PSHE Policy annually
- handling complaints regarding this policy
- facilitating the day-to-day implementation and management of the PSHE Policy

The PSHE coordinator is responsible for:

- liaising with other staff and professional agencies to devise a suitable scheme of work ensuring comprehensive PSHE education

Aims and structure of the PSHE curriculum

The National Curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'

According to the Education Act 2002 and the Academies Act 2010, the PSHE curriculum should be a balanced and broadly-based curriculum which 'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for opportunities, responsibilities and experiences of later life.'

At Waterloo Primary Academy, we use a PSHE Programme - 3D PSHE - in which pupils develop the knowledge, skills and attributes needed in order to keep themselves healthy and safe whilst preparing them for life and work.

This policy, written in conjunction with a policy provided by Dimensions Curriculum, reflects the 2020 guidance and covers all aspects of Relationships Education and Health Education in an age-appropriate way.

There are three underlying core themes taught throughout Dimensions 3D PSHE, within which there is broad overlap and flexibility:



- 1. Health and Wellbeing**
- 2. Relationships**
- 3. Living in the Wider World**

Pupils are encouraged to participate in a wide variety of activities, enabling them to make significant contributions to both life in school and within the wider community. This allows them to become aware of their skills and talents, develop their self-worth, learn to work as part of a team and take greater responsibility for their own learning. In doing so, they are able to reflect and evaluate on how they are making progress.

The 3D PSHE Programme provides pupils with the means to handle many of the social, cultural, spiritual, physical and moral issues that occur throughout life.

3D PSHE helps pupils to develop and demonstrate skills and attitudes that will allow them to participate fully, and contribute positively, to life in modern Britain. Pupils learn to respect similarities and differences between our diverse cultures in order to build successful and meaningful friendships and relationships that are vital to the world we live in.

Dimensions 3D PSHE supports the development of the attitudes, values, skills and behaviour which enable pupils to:

- live healthy lifestyles
- address personal hygiene
- develop an awareness of changing and growing
- deal with different emotions in an appropriate way
- keep safe
- communicate well with others and work as a team
- define, identify and know how to respond to bullying
- know where and how to seek help when needed
- treat everybody with respect
- form and build positive relationships
- understand the reasons for rules, and their responsibility to keep them
- learn about their responsibility in caring for others
- be active in their own learning
- be active within their community
- manage money well
- keep safe online
- self-assess and identify their strengths and weaknesses
- know how to make emergency calls
- know basic First Aid
- work collaboratively and respectfully
- appreciate diversity
- empathise with other points of view
- express opinions clearly
- understand the changes that occur in puberty
- develop strategies for managing changing emotions

At Waterloo Primary Academy, PSHE is woven throughout our Learning Means the World curriculum



as well as directly taught via timetabled lessons. Pupils are taught PSHE through a range of teaching and learning styles, including active techniques such as discussion and group work. Pupils' opinions and questions, will always be responded to respectfully by teachers.

PSHE lessons are tailored to the pupils being taught, with consideration of:

- pupils' ability
- pupils' age
- pupils' current knowledge on and readiness to learn about the topic being covered
- pupils' cultural backgrounds
- pupils with EAL
- pupils with SEND or other needs

To aid PSHE tailoring, the PSHE teacher will use discussions and other activities to ascertain pupils' current knowledge and understanding of the subject being covered. The teaching programme will then be adjusted to reflect the composition of the class.

We will deliver relationships and sex education as part of our timetabled PSHE programme, with due regard to our Primary Relationships and Sex Education Policy.

Safeguarding

Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with our Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

There is an element of PSHE in pastoral care, so we will ensure that the PSHE Lead and Pastoral Team work together to help pupils feel comfortable indicating that they may be vulnerable and at risk. PSHE lessons will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.

Where beneficial, the DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum.

Relationships Education (Statutory)

The focus of 3D PSHE in primary school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults.

3D PSHE teaches pupils, in an age-appropriate way, what a healthy relationship is, enabling them to form a clear understanding of the features of positive relationships that are likely to lead to fulfilment, happiness and security. Pupils learn what friendship is, what family means and who the people are who can support them.

Our school's careful use of 3D PSHE teaches about families in a well-judged and sensitive way, based on a clear knowledge of the pupils and their circumstances, reflecting that some children have



different family structures and supportive relationships. They learn how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding, including the differences between appropriate and inappropriate or unsafe physical, and other, contact are the forerunners of teaching about consent, which takes place at secondary school.

3D PSHE lessons teach pupils about online safety and appropriate behaviour online, including sharing data and ways in which information provided by users may be used negatively.

3D PSHE's Relationship Education encourages the development and practice of resilience and perseverance, self-respect and self-worth. Pupils are also helped to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. In 3D PSHE, this is achieved through a plethora of exciting and innovative learning experiences in active citizenship.

Pupils are taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

They also learn about safe relationships, focusing on boundaries and privacy and ensuring that they understand that they have rights over their own bodies. This also covers understanding boundaries in friendships with peers, in families and with others, in all contexts, including online. In 3D PSHE, pupils are clearly taught how to report concerns and seek advice when they suspect or know that something is wrong. Of paramount importance is ensuring the balance between informing children about making sensible decisions to stay safe (including online) without frightening them unnecessarily, whilst also making it clear that it is never the fault of a child who is exploited or abused, and why victim blaming is always wrong.

Sex Education

Sex Education is not statutory in primary schools.

The National Curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Our school has determined that we need to cover additional content on sex education to meet the needs of our pupils.

We use the 3D Sex Education Unit. This is tailored to the age and the physical and emotional maturity of our pupils and supports pupils' ongoing emotional and physical development effectively. We ensure that both boys and girls are prepared for the changes that adolescence brings and, drawing on knowledge of the human life cycle set out in the national curriculum for science, understand how a baby is conceived and born.

We consult parents before their children start Year 6 about the detailed content of what will be learnt through the 3D PSHE Sex Education unit. We offer parents support in talking to their children about sex education and how to link this with what is being taught in school.

Parents have the right to withdraw their children from our sex education lessons. Our Head of School will be available to discuss the request with parents to ensure that their wishes are understood and to



clarify the nature and purpose of the curriculum, and a record will be kept of this process. The Head of School will discuss with parents the benefits of receiving this education and any detrimental effects that withdrawal might have on the child, for example the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. These detrimental effects may, of course, be mitigated if the parents propose to deliver sex education to their child at home instead. If a pupil is excused from sex education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Our 3D PSHE Sex Education teaching and materials are appropriate, having regard to the age and religious backgrounds, and any special educational needs or disabilities of our pupils.

Programme of study

The PSHE programme of study will cover the following topics:

Health and wellbeing

This topic will cover:

- healthy lifestyles and physical wellbeing
- mental health
- ourselves, growing and changing
- keeping safe
- drugs, alcohol and tobacco

Relationships

This topic will cover:

- families and close positive relationships
- friendships
- managing hurtful behaviour and bullying
- safe relationships
- respecting self and others

Living in the wider world

This topic will cover:

- shared responsibilities
- communities
- media literacy and digital resilience
- economic wellbeing and money
- aspirations, work and careers

PSHE Content and Coverage

Dimensions 3D PSHE covers all areas of PSHE for primary schools, as shown in the tables below:

Nursery Overview

Building Relationships	Lessons
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Play with one or more other children, extending and elaborating play ideas (DM 3 & 4 year olds)	Lesson 1 'Let's Play Shops'
Help to find solutions to conflicts and rivalries (DM 3 & 4 year olds)	Lesson 13 'Fair Shares'

Self-Regulation	Lessons
Select and use activities and resources, with help when needed (DM 3 & 4 year olds)	Lesson 5 'Make Your Choice' Lesson 10 'Well Done!'
Increasingly follow rules, understanding why they are important (DM 3 & 4 year olds)	Lesson 14 'The Pantomime'
Do not always need an adult to remind them of a rule (DM 3 & 4 year olds)	Lesson 16 'A Waiting Game'
Develop their sense of responsibility and membership of a community (DM 3 & 4 year olds)	Lesson 6 'Odd Jobs'
Show more confidence in new social situations (DM 3 & 4 year olds)	Lesson 11 'A New Baby'
Becomes more outgoing with unfamiliar people, in the safe context of their setting (DM 3 & 4 year olds)	Lesson 4 'Good Friends'

Managing Self	Lessons
Begin to understand how others might be feeling (DM 3 & 4 year olds)	Lesson 12 'Deaf Girl'
Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' (DM 3 & 4 year olds)	Lesson 15 'You Smell'
Talk with others to solve conflict (DM 3 & 4 year olds)	Lesson 2 'Who's Playing?'
Develop appropriate ways of being assertive (DM 3 & 4 year olds)	Lesson 2 'Who's Playing?'





Reception Overview

Managing Self	Lessons
<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>(ELG)</p> <p>It's all about...taking part!</p>	<p>Lesson 6 'Taking the Plunge'</p> <p>Lesson 15 'One Gold Star'</p>
<p>Explain the reasons for rules, now right from wrong and try to behave accordingly</p> <p>(ELG)</p> <p>It's all about... taking part!</p>	<p>Lesson 5 'What a Problem'</p> <p>Lesson 25 'Litter Bug'</p>
<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>(ELG)</p> <p>It's all about... being smart!</p>	<p>Lesson 3 'I Like...'</p> <p>Lesson 12 'Clean and Tidy'</p> <p>Lesson 21 'Getting in Knot'</p>

Self-Regulation	Lessons
<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>(ELG)</p> <p>It's all about... having heart!</p>	<p>Lesson 3 'I Like...'</p> <p>Lesson 10 'Rainy Days'</p> <p>Lesson 25 'Litter Bug!'</p>
<p>Set work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>(ELG)</p> <p>It's all about... being smart!</p>	<p>Lesson 8 'Me and You'</p> <p>Lesson 15 'One Gold Star'</p>
<p>Give focused attention to what the teachers says, responding appropriately even when engaged in</p>	<p>Lesson 18 'A Piece of Cake'</p>





activity, and show an ability to follow instructions involving several ideas or actions (ELG) It's all about... being smart!	
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Building Relationships	Lessons
Work and play cooperatively and take turns with others (ELG) It's all about... taking part!	Lesson 4 'It's Your Turn' Lesson 9 'Stick to the Rules' Lesson 24 'Playtime Games'
Form positive attachments to adults and friendships with peers (ELG) It's all about... having heart!	Lesson 7 'An Old Friend' Lesson 14 'Family Fun' Lesson 23 'Eid Mubarak'
Show sensitivity to their own and to others' needs (ELG) It's all about... being smart!	Lesson 1 'Hide and Seek' Lesson 11 'I Feel Poorly!' Lesson 19 'Busy Body'

Year One Overview

Autumn 1	Core Theme 3 Unit 1 LESSON 3: Taking Turns - It's Your Turn! Core Theme 2 Unit 1 LESSON 7: Good Manners - How Rude! Core Theme 2 Unit 3 LESSON 6: Kindness - Give a Little Safe Zone Year One LESSON 1: Copyright and Ownership
Autumn 2	Core Theme 2 Unit 1 LESSON 1: Feelings - How I Feel Core Theme 2 Unit 1 LESSON 2: Responses - You and Me Safe Zone Year One LESSON 2: Self- Image and Identity
Spring 1	Core Theme 1 Unit 2 LESSON 4: Washing Hands - Meet Grub! Core Theme 1 Unit 1 LESSON 1: Healthy Eating - Vote Green! Core Theme 1 Unit1 LESSON 3: Healthy Eating - Party Time! Core Theme 2 Unit 3 LESSON 2: Comparisons - All the Same Safe Zone Year One LESSON 3: Managing Online Information
Spring 2	Core Theme 1 Unit 5 LESSON 4: Personal Safety - Secret Surprise Core Theme 1 Unit 5 LESSON 5: Emotional Safety - Getting Help Safe Zone Year One LESSON 4: Privacy and Security





Summer 1	Core Theme 2 Unit 4 LESSON 5: Family - My Family Core Theme 2 Unit 4 LESSON 6: Family - Special People Core Theme 3 Unit 1 LESSON 6: Caring - Talking to Plants Core Theme 3 Unit 1 LESSON 4: Lending / Borrowing - The Borrowers
Summer 2	Core Theme 3 Unit 3 LESSON 1: Money - Grows on Trees? Core Theme 3 Unit 3 LESSON 2: Money - Coining it in! Core Theme 3 Unit 3 LESSON 3: Money - Keep Money Safe

Year Two Overview

Autumn 1	Core Theme 2 Unit 3 LESSON 1: Fair and Unfair - It's Not Fair! Core Theme 2 Unit 3 LESSON 4: Right and Wrong - In the Right Core Theme 2 Unit 5 LESSON 7: Staying Safe – I Don't Know You Core Theme 1 Unit 5 LESSON 3: Drug Safety - Magic Medicine Safe Zone Year Two LESSON 1: Self-Image and Identity
Autumn 2	Core Theme 1 Unit 4 LESSON 5: Consequences - Good v Bad Core Theme 2 Unit 1 LESSON 4: Co-operation – Negotiation Core Theme 2 Unit 1 LESSON 5: Co-operation - Want to Play? Safe Zone Year Two LESSON 2: Online Relationships
Spring 1	Core Theme 1 Unit 2 LESSON 5: Keeping Clean - Bath-time Core Theme 1 Unit 2 LESSON 6: Skin - Skinny Tips Safe Zone Year Two LESSON 3: Online Reputation
Spring 2	Core Theme 1 Unit 3 LESSON 3: Growing Up - All Grown Up Core Theme 1 Unit 3 LESSON 4: Changing Needs - I Need Core Theme 1 Unit 1 LESSON 5: Physical Activity - Mighty Muscles Core Theme 2 Unit 3 LESSON 3: Behaviour - In My Shoes Safe Zone Year Two LESSON 4: Online Bullying
Summer 1	Core Theme 1 Unit 2 LESSON 1: Dental Hygiene - Brushing Up! Core Theme 1 Unit 2 LESSON 2: Dental Hygiene - Bright White Core Theme 1 Unit 2 LESSON 3: Dental Hygiene - Top Teeth Safe Zone Year Two LESSON 5: Managing Online Information Extremism and Radicalisation Lessons 1-3
Summer 2	Core Theme 3 Unit 3 LESSON 4: Money - Shopping List Core Theme 3 Unit 3 LESSON 5: Choices - This or That? Core Theme 3 Unit 3 LESSON 6: Enterprise - Dragons' Den Safe Zone Year Two LESSON 6: Copyright and Ownership Safe Zone Year Two LESSON 7: Privacy and Security

Year Three Overview

Autumn 1	Core Theme 2 Unit 5 LESSON 1: Friendship – Best Features Core Theme 2 Unit 5 LESSON 2: Friendship – Circles Time Core Theme 2 Unit 5 LESSON 3: Friendship - Falling Out
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	Core Theme 2 Unit 5 LESSON 4: Friendship – The BAFAs Safe Zone Year Three LESSON 1: Self Image and Identity
Autumn 2	Core Theme 1 Unit 1 LESSON 1: Physical, Emotional and Mental – I Am Who I Am! Core Theme 1 Unit 1 LESSON 2: Physical, Emotional and Mental – Hearts and Minds Core Theme 1 Unit 1 LESSON 3: Physical, Emotional and Mental – Three in One
Spring 1	Core Theme 2 Unit 1 LESSON 1: Clear Messages – Dot Dot Dash Core Theme 2 Unit 1 LESSON 2: How to Listen – Listen Up! Safe Zone Year Three LESSON 2: Online Relationships Safe Zone Year Three LESSON 3: Online Reputation
Spring 2	Core Theme 3 Unit 2 LESSON 1: Different Communities – My Community Safe Zone Year Three LESSON 4: Health, Well-being and Lifestyle
Summer 1	Core Theme 1 Unit 7 LESSON 1: Before Puberty – You’ve Grown! Core Theme 1 Unit 7 LESSON 2: Visible Changes – Mind the Gap Core Theme 1 Unit 8 LESSON 1: How to Help - Who to Call Core Theme 1 Unit 8 LESSON 2: Emergency Calls - Calling 999 Core Theme 1 Unit 8 LESSON 3: Emergency Calls - Ambulance, Now! Core Theme 1 Unit 2 LESSON 4: Sleep – Sweet Dreams Safe Zone Year Three LESSON 5: Privacy and Security
Summer 2	Core Theme 1 Unit 2 LESSON 1: A Balanced Approach – Define:Healthy Core Theme 1 Unit 2 LESSON 2: Physical Exercise - Active Kids? Core Theme 1 Unit 2 LESSON 3: Lifestyle Choices – It’s Your Choice Core Theme 2 Unit 2 LESSON 3: Shared Goals – Better Places Safe Zone Year Three Lesson 6: Copyright and Ownership

Year Four Overview

Autumn 1	Core Theme 1 Unit 6 LESSON 5: Internet Use – Online Usage Core Theme 1 Unit 6 LESSON 6: Internet Use – Age Limits Safe Zone Year Four LESSON 1: Online Relationships and Online Bullying
Autumn 2	Core Theme 3 Unit 3 LESSON 1: Gender Stereotypes – His and Hers Core Theme 2 Unit 3 LESSON 2: Self-Worth – I’m a Marvel! Core Theme 1 Unit 5 LESSON 5: Feelings – Overreacting Safe Zone Year Four LESSON 2: Health, Well-being and Lifestyle
Spring 1	Core Theme 1 Unit 3 LESSON 3: Working With Food – Master Chef Core Theme 1 Unit 3 LESSON 4: Working With Food – Our Food Hall Safe Zone Year Four LESSON 3: Online Reputation and Managing Online Information





Spring 2	Core Theme 1 Unit 5 LESSON 6: Self-Respect – Let's Rock! Safe Zone Year Four LESSON 4: Self Image and Identity
Summer 1	Core Theme 2 Unit 1 LESSON 3: Responding to Others – Agony Aunts Core Theme 2 Unit 1 LESSON 4: Expressing Opinions – It's Debatable Core Theme 1 Unit 5 LESSON 3: Loss / Separation – Left Behind Safe Zone Year Four LESSON 5: Copyright and Ownership
Summer 2	Core Theme 2 Unit 4 LESSON 1: Connections - Paper Chains Safe Zone Year Four LESSON 6: Privacy and Security

Year Five Overview

Autumn 1	Core Theme 3 Unit 1 LESSON 1: Structure – Just Imagine ... Core Theme 3 Unit 1 LESSON 2: Law and Order – In Charge Core Theme 3 Unit 1 LESSON 3: U.N. Rights – Our Rights Safe Zone Year Five LESSON 1: Privacy and Security
Autumn 2	Core Theme 2 Unit 4 LESSON 5: Online Relationships – A Risky Business Core Theme 1 Unit 5 LESSON 1: Drugs – Just Say No! Core Theme 1 Unit 5 LESSON 2: Alcohol – Drink Aware Core Theme 1 Unit 4 LESSON 1: Death and Grief – It's Natural Core Theme 1 Unit 4 LESSON 2: Death and Grief - Poppies Safe Zone Year Five LESSON 2: Self Image and Identity
Spring 1	Core Theme 1 Unit 4 LESSON 3: Managing Conflict: Families at War Core Theme 1 Unit 5 LESSON 3: Tobacco – Up in Smoke Core Theme 1 Unit 5 LESSON 4: Substance Abuse – Let's Be Frank Safe Zone Year Five LESSON 3: Online Reputation and Managing Online Information
Spring 2	Core Theme 1 Unit 1 LESSON 1: Physical, Emotional and Mental – 3-Dimensional Core Theme 1 Unit 1 LESSON 2: Physical, Emotional and Mental – What's Puberty? Core Theme 1 Unit 1 LESSON 3: Healthy Lifestyles – You Choose! Safe Zone Year Five LESSON 4: Health, Well-being and Lifestyle
Summer 1	Core Theme 1 Unit 2 LESSON 1: Food Choices – Secret Eaters Core Theme 2 Unit 1 Lesson 1: Confidentiality - Secret Eaters Core Theme 2 Unit 4 LESSON 1: Physical Contact – Touch Sensitive Safe Zone Year Five LESSON 5: Copyright and Ownership
Summer 2	Core Theme 1 Unit 5 LESSON 5: Basic First-Aid – First Aids Tips Safe Zone Year Five LESSON 6: Online Relationships and Online Bullying Substance-Related Abuse Lessons1-5





Year Six Overview

Autumn 1	Core Theme 1 Unit 3 LESSON 1: Identified Strengths – Big Dreams Core Theme 1 Unit 3 LESSON 2: Identified Strengths – Big Achievers Core Theme 1 Unit 5 LESSON 6: Internet Safety – Fake News Safe Zone Year Six LESSON 1: Online Reputation and Managing Online Information
Autumn 2	Core Theme 1 Unit 3 LESSON 3: Setting Goals – ‘Super Futures’ Core Theme 1 Unit 3 LESSON 4: Setting Goals – I Can Do That! Safe Zone Year Six LESSON 2: Online Reputations and Online Bullying
Spring 1	Core Theme 1 Unit 1 LESSON 4: Physical Illness – Bleugh! Core Theme 1 Unit 1 LESSON 6: Immunisation – One Sharp Scratch Safe Zone Year Six LESSON 3: Self Image and Identity Extremism and Radicalisation Lessons 1-5
Spring 2	Core Theme 1 Unit 1 LESSON 5: Healthy Minds – Young Minds Core Theme 2 Unit 4 LESSON 4: Mental Wellbeing – Mind Business Core Theme 2 Unit 3 LESSON 1: Race and Ethnicity - United States? Safe Zone Year Six LESSON 4: Health, Lifestyle and Well-being
Summer 1	Core Theme 2 Unit 4 LESSON 3: Marriage – I Promise... Core Theme 2 Unit 4 LESSON 2: Support and Care - Connections Safe Zone Year Six LESSON 5: Privacy and Security Tough Topics Lessons 1-3
Summer 2	Core Theme 3 Unit 4 LESSON 1: Generating Income – Making Money Core Theme 3 Unit 4 LESSON 2: Generating Income – Raising Money Safe Zone Year Six LESSON 6: Copyright and Ownership Relationship and Sex Education Lessons 1-5

3D PSHE Extremism and Radicalisation Unit

We use the 3D PSHE Extremism and Radicalisation Units. In Year 2 we cover understanding the differences between ‘fact’ and ‘opinion’, recognising and respecting similarities and differences between people, how to deal with confrontation and understanding that difference is a positive feature. In Year 6 we look at how to deal with peer pressure, how extremism manifests itself, homophobia and racism as extremist behaviours and terrorism.

3D PSHE Substance Related Abuse Unit

In Year 5, we use the 3D PSHE Substance Related Abuse Unit. This covers keeping safe, understanding some of the consequences of risk-taking, knowing some of the different forms addiction can take, the names of the most common drugs and how advertising influences our choices.

3D PSHE Tough Topics

In Year 6, we use the 3D PSHE Tough Topics Units to cover:

- knife crime





- child on child abuse
- self-harm

All these topics are taught sensitively and in an age-appropriate way. These materials enable our children to discuss issues which are highly relevant to them as they navigate life as teenagers, young adults and then as they journey on into adulthood.

Knife Crime

This covers understanding some of the reasons why some young people choose to carry a knife and the consequences associated with this, understanding how young people can take steps to live knife-free and it enables them to know that help and support is available.

Child-on-Child Abuse

This covers knowing what child-on-child abuse is and understanding the associated consequences, understanding how to avoid getting involved in child-on-child abuse and knowing where to go to get help if needed.

Self-Harm

This covers understanding what is meant by self-harm and recognising some of the ways in which, and reasons why people self-harm. It covers understanding how The Butterfly Project is used as a strategy for coping and understanding that other help and support is available.

3D PSHE Sex Education Unit

In Year 6, we use the 3D Sex Education Unit. This covers close relationships, including friendships, that often form during puberty, the physical, mental and emotional changes that take place during puberty, sexual relationships, busting some myths about sex, the features of healthy and unhealthy relationships, gender identities, an awareness of transgender issues and the difference between transgender and cross-dressing.

Before any of the above lessons are taught, we ensure that the lesson content is made available for parents and carers to view.

Assessment

At Waterloo Primary Academy, we set the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. Our strong PSHE curriculum builds on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress. Lessons are planned to ensure pupils of differing abilities are suitably challenged and teachers identify where pupils need extra support or intervention. Pupils' knowledge and understanding will be assessed through formative assessment methods such as written work, discussion groups and quizzes in order to monitor progress.

Monitoring and review

This policy will be reviewed by the Head of School and PSHE coordinator on an annual basis. Any



changes to this policy will be communicated to all staff and other relevant parties.

Appendices

For further guidance on Relationships Education, please visit the following:

[Guidance on Relationships, Relationships and Sex Education, and Health Education](#)

