

PSHE & RSE Curriculum

PSHE & RSE Curriculum Statement:



Intent – What do we want for our children in PSHE & RSE?

At Crossdale, we strongly believe that Personal Social Health & Economic Education (PSHE) & Relationships Sex Education (RSE) is at the very heart of everything we do. Our PSHE/RSE curriculum profoundly focuses on encouraging and supporting each individual to flourish and fulfil their academic potential within a safe and nurturing environment. We pride ourselves in building a learning culture which centres a holistic approach for equipping all our pupils with the knowledge and attributes they need to keep themselves healthy, happy and safe and to prepare them for the next stage of education and beyond, working in modern Britain.

Here at Crossdale, we endeavour to provide a curriculum that has a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. Our vision aims to enable pupils at Crossdale to become emotionally aware individuals, understand their value and recognise their values and contribution to our school and within the community. We believe all pupils at Crossdale should:

- Be positively encouraged to feel inquisitive and ask questions
- Feel supported, and be aspirational to be the best they can be to work towards their dreams and goals for the future and understand what is required of them to achieve these
- Understand their rights and responsibilities as well as expectations of themselves in order to contribute positively to society and become well-rounded individuals
- Attain a sound understanding of life choices and risk as a way to make safe and informed decisions in the future

At Crossdale, we aim to:

Teach the knowledge about attitudes, values and behaviour, which will enable pupils to:

- Be reflective and understanding of their feelings and those of others
- Have a sense of purpose to be aspirational and challenge themselves
- Respect and value themselves and others around them
- Form positive relationships
- Make and act on informed decisions
- Communicate effectively
- Work effectively with others as part of a team
- Respond to challenge
- Persevere and understand the importance of mistake making
- Be an active participator within their learning
- Be active citizens within the local community by celebrating the diversity and uniqueness of other people
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Implementation – How will we carry out our vision?

The PSHE & RSE curriculum is taught through the Jigsaw Planning scheme, which is in line with the National Curriculum. This is used to aid teaching staff in their subject knowledge and the skills pupils are to be taught. The Jigsaw scheme offers a comprehensive programme for pupils at Crossdale including statutory Relationships and Health Education, in a sequence, progressive and fully planned scheme of work, giving children relevant knowledge and learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

Teachers can adjust and adapt lessons to appropriately suit the needs of their classes, but the scheme provides a strong, progressive basis of what is expected for them to learn. Each class has access to forty-five minutes (KS1) and one hour (KS2) of Jigsaw lessons every week which is taught by the class teacher. Jigsaw consists of six half-term units of work (Puzzles), each containing six lessons (Pieces) covering each academic year. Every Piece has two Learning Intentions, one specific to PSHE (including Relationships and Health Education) and the other designed to develop emotional literacy and social skills.

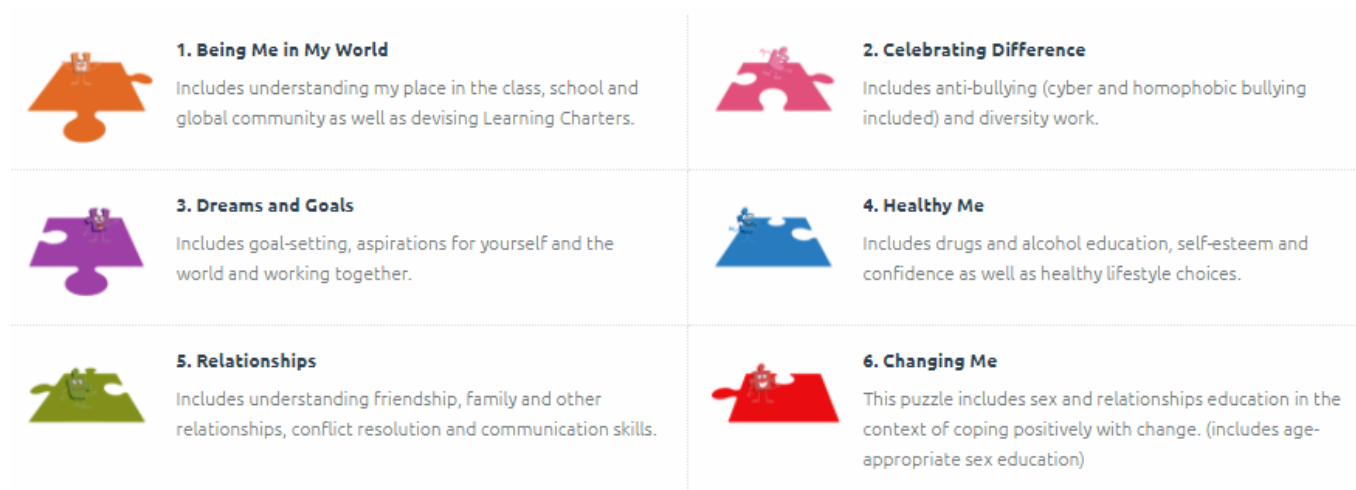


Figure 1- Half-termly units of work covered throughout the year

What does a JIGSAW lesson look like?

The Jigsaw Charter:

Share 'The Jigsaw Charter' at the start of the lesson with the children (in a circle if possibly) to reinforce how we work together.

Connect us:

A mini starter/game to get the children's brains active and promote discussion.

Calm me:

Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.

Open my mind, Tell me or show me, Let me learn:

All these parts of a Jigsaw lesson fall under the umbrella of promoting discussion related around the learning intention as well as provide opportunities to talk in-depth about certain topics either as a class, groups, pairs or think of independently. 'Let me learn' entails activity-based tasks for the children to complete as a way for teacher assessment to take place.

Help me reflect:

Closes the end of the lesson by allowing the children to reflect on the learning intention, answer any questions and the variety of ideas motivated by the specific topic.

What are the six 'Puzzles' taught in JIGSAW?

Being me:

- Understanding how it feels to belong, getting to know one another and recognising that we are similar and different.
- Make our school community a better place by understanding our role and the role of others.
- Recognising and managing our own feelings and others around us.
- Being a global citizen by understanding our rights, responsibilities, and the importance of democracy.
- Recognising the choices and actions we make and consequences they may have.

Celebrating difference:

- Acknowledge that everyone has similarities and differences that are unique and is something that should be valued e.g.- appearance or families.
- Pupils will be supported to make friendships and understand the fundamentals of a good friendship.
- Pupils can identify and acknowledge different types of prejudice and stereotypes within society.
- Understand what bullying is, how it might feel and what to do if someone is being bullied
- Be aware of how our actions and words can affect others.
- Recognise the difference between right and wrong and how to manage difficult situations.

Dreams and Goals:

- Understand that we sometimes need to persevere when we face challenges and can reflect upon this.
- Set a simple goal and make active steps to achieve this goal or change a plan if this goal is not achieved.
- Know about a range of occupations and think about future jobs when and know what to do to achieve it.
- Work within a group and know what makes an effective group to solve problems and the assets needed as individuals.
- Pupils to understand an achievement is when a goal or dream is met.

Healthy me:

- Understand what contributes to a safe, happy and healthy lifestyle such as: exercise, healthy eating, relaxation, sleep and good hygiene.
- Know how medicines work and how to use them safely.
- Know how to keep safe when crossing the road and about people who can help me to keep safe.
- Can identify things, people and places I need to keep safe from and know who to go to for help, how to call emergency services and use basic emergency aid procedures.
- I know facts about alcohol and drugs and understand the reasons they might be used and their effects.
- Be aware of how media, social media and celebrity culture portrays certain body types and the pressures that arise from this e.g.- eating disorders.
- Be aware of exploitation and how this can lead to people doing things that are against the law.
- Know why people join gangs and understand the risks involved.
- Understand what stress is and how to manage this using different strategies.

Relationships:

- Understand there are different types of families and recognise the relationship between different members of my family and their roles and responsibilities.
- Understand that there are different forms of physical contact within a family and some of this is acceptable and some are not.
- Identify what a good friend is and know things that may cause conflict with my friends as well as practicing the skills of a good friendship e.g.- listening or taking turns.
- Know appropriate ways of physical contact to greet my friends and know which ways I prefer.
- Know who can help me in my school community.
- Recognise my qualities and characteristics as a person and a friend.
- Understand that being part of an online community can have positive and negative consequences and know your rights and responsibilities when going online this includes using technology positively and safely.
- Use some strategies to keep safe when online or when using other technology.
- Explain how some of the actions and work of people around the world help can influence us and identify how other children's lives might be different.
- Identify someone we love and express why they are special to us and discuss someone we no longer see.
- Understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when we are older.
- Know how to show love and show appreciation to the people and animals who are special to us.
- Know it is important to take care of our mental health using a variety of strategies.
- Aware that there are different stages of grief and loss.
- Recognise when people are trying to gain power or control.

Changing me:

- Name basic parts of the body and discuss internal and external body parts that make boys different to girls and use the correct terminology e.g.- penis, testicles, vagina, vulva and anus. I understand that these parts of my body are private.
- Understand that a boys and girls body changes during puberty as this is part of growing up and to prepare our bodies to make babies if we so choose.
- Describe how a girls' body changes for her to have babies when she is an adult, and that menstruation is part of this.
- Aware of our own self-image and how our body image fits into this and the effect on our self-esteem.
- Describe how a baby develops from conception through the nine months of pregnancy and how it is born.
- Understand that sexual intercourse can lead to conception and that is usually how babies are made. To also be aware that sometimes IVF is needed to help people have a baby.
- Be aware of the age of sexual consent.
- Recognise how our body has changed since a baby and where we are on the continuum from young to old.
- Identify changes that have occurred and may continue outside our control and learn to accept this.
- Understand the cycles of life in nature and how a baby grows and develops in a mother's uterus.
- Know what they are looking forward to and what they are anxious about when thinking about transition to next year.

Planning:

- RSE planning comes from the Jigsaw Planning Scheme which is in line with the National Curriculum.
- All planning identifies clear learning intentions, outcomes, key knowledge, questions and vocabulary.
- All planning should be uploaded onto 'All Staff' at the start of every half-term and communicated to class teachers.
- Wider provision and enrichment opportunities are carefully planned and detailed on planning overviews across the academic year.

Assembly Overview:

At Crossdale, assemblies play a vital role throughout the year. These collective, daily whole-school 'meetings' provide a sense of belonging and the opportunity to reunite after the school day to discuss key aspects of the curriculum, important events which occur during that time of year as well as the chance to celebrate each other's achievements and accomplishments.

Furthermore, collective worship is another essential part of our school assemblies which aims to provide the opportunity for pupils to worship and/or learn about God as well as other religious leaders and to consider spiritual and moral issues and to explore their own beliefs. Assemblies encourage participation and response, whether through active involvement in the presentation of worship or through listening to and joining in the worship offered. This provision aims to develop community spirit, promote a common ethos and shared values, and reinforce positive attitudes and is often in the form of a *prayer or message for reflection*. **A prayer (words of thanks) is also said each day before eating lunch.**

Collective worship and assembly are distinct activities although at Crossdale they take place as part of the same gathering and the difference between the two should be made clear. Collective worship can, nevertheless, be related to the day-to-day life, aspirations and concerns of the school.

Parents right to withdraw a child from attending collective worship should be freely exercisable and a school must give effect to any such request. Parents are not obliged to state their reasons for seeking withdrawal and withdrawal may be in the form of physically withdrawal from the assembly or simply not taking part.

There are five assemblies with collective worship each week:

- Monday: Achievement assembly (Marvellous Moments)
- Tuesday: Base Assemblies (PSHE or RE themed)
- Wednesday: Singing Assembly
- Thursday: DH Assembly (PSHE themed)
- Friday: Class Assembly

Term	Jigsaw Focus	Relationships Education & Education for a Connected World	Celebrations/Diversity	British Values Focus	Health & wellbeing	Citizenship & Community
Autumn 1	Being Me in Our World	Caring Friendships	Harvest Festival Black History Month Christianity: Open the book assembly Judaism: Rosh Hashana, Yom Kippur & sukkot	Diversity	YMHA: Hello Yellow Exploring ways to wellbeing. Wellbeing officer assembly	School Council elections Clifton Food Bank
Autumn 2	Celebrating Difference	Anti-bullying week Online bullying	Hinduism: Diwali Advent & Christmas Christianity: Open the book assembly Judaism: Hannukah	Rule of Law	Worries and what to do with them. (purple box) Wellbeing officer assembly	Poppy Appeal: Remembrance Day Children in Need Singing in the square
Spring 1	Dreams and Goals	Safer Internet Day	Chinese New Year Hinduism: Holi Islam: Ramadan Christianity: Open the book assembly	Individual Liberty	Identity Children's Mental Health week Wellbeing officer assembly	
Spring 2	Healthy Me	Self-image and identify	Christianity: Easter Christianity: Open the book assembly	Individual Liberty	This is me, my way to wellbeing Wellbeing officer assembly	Sports / Comic Relief
Summer 1	Relationships	Respectful Relationships Online relationships	VE Day International Day Christianity: Open the book assembly	Mutual Respect	Getting Active: walk to school week Wellbeing officer assembly	Happy Shoes Day (Living Streets)
Summer 2	Changing Me	Transitions Respectful Relationships Cont.	Christianity: Open the book assembly	Mutual Respect & Individual Liberty	Healthy Living Week Wellbeing officer assembly	Enterprise (Y5/6) Music evening

Wider Provision and Enrichment opportunities:

At Crossdale, we aim to provide our pupils with a variety of enrichment opportunities which embed all elements the six 'Puzzles'

JIGSAW

At Crossdale, we use JIGSAW as our mindful approach to teaching PSHE and RSE.



ELSA – Emotional Literacy Support Assistant

Children at Crossdale are able to access weekly or fortnightly ELSA sessions led by Mrs Neale. These sessions greatly support those who require 1:1 conversations in order to speak about their feelings or concerns.



Ways to wellbeing

At Crossdale, we feel it's vital for our children to be able to talk about their wellbeing. Therefore, we have wellbeing officers in KS2 that do an amazing job at taking care of our 'Crossdale Family' by reporting any concerns to SLT.



Bikeability

Year 5 children are provided with the opportunity to take part in cycling sessions. These consist of block lessons learning how to become confident cyclists whilst remaining safe on the road.



E-Safety

E-safety is taught systematically through our computing scheme of learning iCompute and our Jigsaw scheme which aims to support and broaden the provision of online safety education, so that it is empowering, builds resilience and effects positive culture change.

[Jigsaw Online relationships e-safety](#)



DART – Drugs, Alcohol, Relationships Training

In Year 6, the children are taught about drug and alcohol abuse to ensure they are aware of the dangers as well as maintaining positive relationships with the wider community.



Healthy Living Week



























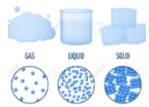












Healthy Living Week allows the children at Crossdale to understand the importance of looking after our bodies via sport, eating well and being happy. Cross-curricular links are strongly embedded with science learning and key concepts revolving around being healthy and active.



School trips/Residentials

Children love having the opportunity to go on school trips and residentials. These exciting opportunities encourage independence, resilience and teamwork as well as provide life-long memories they shall treasure.

Trips and visits:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
WHOLE SCHOOL			Visit to the library (Book Week). Visiting scientists (science week).			Visiting sports specialists (Healthy Living Week).
Reception	All about Me 	Celebrations 	People Who Help Us  Visit from fire brigade	Growing 	Habitats  Trip to Rushcliffe Country Park	Under the Sea 
Year One/Two CYCLE A	The Battle of Hasting  Trip to Tamworth castle	Everyday Materials 	Amazing Animals  Chicks in school Y2 Residential	Florence Nightingale  Visit from the nurse	London; our capital city 	Captain Cook 
Year One/Two CYCLE B	Wonderful Me 	The Great Fire of London  Partake theatre visit	An Island Home; St Lucia  Y2 Residential – Beaumanor Hall		Seaside Holidays 	Out and About in Keyworth  Walk around village Synagogue Visit
Year Three	Our Healthy Bodies  Village walk to the local shop	Magnificent Metals 	The Greeks  Partake theatre: the Greeks	The Animal Kingdom  Fieldwork: habitats in school grounds	Stone Age- Iron Age  Y3/4 Residential	Rocks and Rumbles  Visit to BGS (inc. fieldwork)
Year Four	The Haudenosaunee & The USA  Y4 trip into Nottingham City	Mountains & Rivers 	Celts & Romans  Village walk: maps skills	States of Matter 	The Dark Ages?  Partake theatre: the Vikings Y3/4 Residential	Human Digestive System 
Year Five	Coal Mining Local Study  Visit from ex-minor and visit to ex-mining community.	Keyworth & WWI  Village walk to local war memorial	The Egyptians 	The Solar System  Visit to the space centre.	The Tudors  Partake: The Tudors Y5/6 Residential	From farm to fork  Village walk to the local allotment and walk around local farming fields.
Year Six	WWII  WWII day trip (Beaumanor Hall)	The Maya 	Great Explorers 		Our Diverse Planet	Identity  Y5/6 Residential Visit to the Coop

Inclusion:

Our staff will set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND pupils with English as an additional language (EAL).

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take into account the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

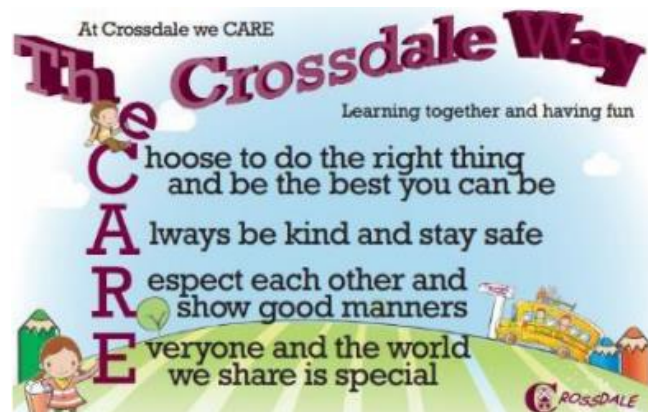
Equality targets and SEND policy: [Crossdale Drive School - Policies and other information \(crossdaleschool.com\)](http://crossdaleschool.com)



“Diversity is having a seat at the table, inclusion is having a voice, and belonging is having that voice be heard.”

British Values:

At Crossdale, we promote the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs in a variety of ways. We actively promote these values by embedding them into our everyday learning. These Values are incorporated throughout our school curriculum as well as taught discretely within our PSHE & RSE lessons. For example, discussing and challenging opinions or behaviours in school that are contrary to fundamental British Values, providing democratic scenarios or talking about respecting and tolerating different faiths and beliefs. We are also proud that our school's behaviour policy echoes many aspects of British Values ensuring both children and adults feel safe, valued and respected. At Crossdale, our approach to achieving these outcomes stem from each member of the 'Crossdale Family' following 'The Crossdale Way.' Our four rules allow us to involve children of all ages (in groups or individually) in discussions about their behavioural choices. This approach encourages children to develop their ability to reflect on their behaviour. We expect older children to remember what these four rules are.



Furthermore, believe that it is important for the children to develop their self-knowledge, self-esteem and self-confidence by encouraging them to feel proud of their achievements and of their own learning journey. The children are encouraged to separate right from wrong and respect and understand the law of England. They are encouraged through 'The Crossdale Way' to accept responsibility for their behaviour, show initiative, and to contribute positively to the lives of those living and working in the locality of the school and to society. The children are supported with a wide and varied diet of the National Curriculum, helping them to acquire a broad general knowledge. Additionally, fun and exciting school trips engage the children in their learning and encourage an attitude of tolerance, harmony and respect for other people, cultural traditions of others and public institutions or services in England. The children have access to develop a deep understanding of the democratic process through exercising their right to vote within the classroom and across the school community for School Council and Eco Council members and as directors of their learning. The children have an understanding that their decisions will and can influence an outcome and learn to appreciate the rule of law that protects and keeps them safe.

British Values Provision include:

- Creating a stimulating environment that encourages freedom of choice and individuality and an acceptance of each other within the school, local and global community.
- Teach children within the context of the British Values and to apply these to lead lives as responsible, proactive citizens.
- Provide opportunities for academic, technical and sporting excellence for the children to participate in and to contribute to pupils' academic achievement, their physical well-being and their spiritual, moral, social and cultural development.
- Promote good behaviour and a good understanding of safety matters.
- British Values are also taught throughout PSHE Jigsaw scheme, click the link to see coverage lesson by lesson [UK-British-Values-in-Jigsaw.pdf](#)

British Values and SMSC are delivered in classrooms through the use of circle time. Our British Values award assemblies promote the use of the terminology around British Values and provide recognition for those children who are incorporating the British Values into their everyday lives.

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Governor monitoring visits
- Head Teacher reports
- The School Improvement Plan
- The Subject Leaders monitor the way their subject is taught throughout the school by:
- Work scrutiny
- Book Dips
- Planning scrutiny
- Pupil Interviews
- Learning Walks
- Data Analysis
- Meeting with governors
- Planning and delivering CPD



The Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed. Teachers monitor how children perform compared to national expectations. All monitoring information is used by the Subject Leaders to ensure our provision and pupil outcomes are the very best they can be. Any next steps to move the subject and the children’s learning forward are fed into the Subject Leader’s monitoring and action plans, which form part of the whole school improvement plan.

Democracy:

- Each year classes discuss and choose their own classroom rules.
- Children regularly participate in democratic processes e.g. – voting for an activity/storybook
- Our School Councillors, which is made up of elected members from each class, provides the children with the opportunity to feedback their thoughts and opinions as well as making decisions related to school initiatives.

Crossdale Primary School British Values Curriculum Map:

Individual Liberty:

- Within school, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment.
- A weekly school blog post, Crossdale News, is shared with parents which consist of the events taken place which reflects the children’s work.
- The E-safety strand of our Computing Curriculum enables pupils to make choices in a safe manner, whilst the Religious Education Curriculum encourages children to express what they personally believe about religion.
- Through our extra-curricular clubs and opportunities, children are able to make their own choices and share their preferences.

Mutual Respect:

- All classes follow the JIGSAW programme of objectives, through themes including ‘Celebrating Differences’ and ‘Relationships.’
- Daily assemblies reinforce JIGSAW learning objectives, encouraging discussion and debate of children’s idea.
- Weekly P.E. lessons and P.E. events such as Sports Day and Football Fun encourage the act of sportsmanship, teamwork and fair play.

Rule of Law:

- We have a clearly structured behaviour for learning policy.
- Children understand how to make good behaviour choices, and that their actions have consequences.
- Assemblies and discussions in class focus on recognising the difference between right and wrong and visits from the Police and Fire Service help to reinforce these messages.

Tolerance of different Faiths and Beliefs:

- Children from all faiths and religions are encouraged to share their knowledge to enhance learning within classes.
- The children visit places of worship that are important to different faiths.
- Whole-school assemblies celebrate festivals from different religions through the year.
- Special events provide opportunities for children to participate in a variety of communities and social settings.

Impact – How will we assess what the children know, remember and understand?

Teachers will monitor the impact of their teaching using Assessment for Learning (AfL) throughout lessons which will show:

- Our children will have a secure understanding, knowledge as well as the skills and confidence to cope with the many changes, pressures, and challenges of modern society.
- Children are able to understand more and remember more about the importance of our identity and place in the world, understanding individual differences, having aspirations and being able to set a goal, living a healthy lifestyle, family and friendships and changes within ourselves, including puberty and appropriate sex education.
- They progress well throughout each year group and meet the National Curriculum objectives.

The Subject Leader(s) will monitor the way their subject is taught throughout the school by looking at the intent implementation and impact using:

- Planning scrutiny to evaluate the impact of what is known and remembered.
- Pupil Interviews & Learning Walks; assess what is known and remembered?
- External & internal moderation within Equals Trust Groups for QA and to share best practise.
- SIL & Governor visits to monitor provisions and provide clear next steps.
- Planning and delivering CPD.

The Subject Leader(s) will responsibly organise and uphold resources, storage and management. All the monitoring information is used by the Subject Leader(s) to ensure our provision and pupil outcomes are the very best they can be. Any next steps to move the subject and the children's learning forward are fed into the Subject Leader's monitoring and action plans, which form part of the whole school improvement plan.

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- Governor monitoring visits
- Head Teacher reports
- The School Development Plan

Crossdale Primary – Broader Curriculum and Development of Cultural Capital 2022/23

Arts	Fitness & Wellbeing	Aspiration	Visits and Visitors	Charities
<p>Arts Week</p> <p>Music Lessons</p> <p>Y4 whole class music</p> <p>Productions</p> <p>Music Evening</p> <p>Musical Performances</p> <p>Choir; /Young Voices</p> <p>K2L days; e.g. Creative Thinkers</p>	<p>Wellbeing officers</p> <p>Sports leader specialist PE lessons (get Set 4 PE)</p> <p>Healthy Living week & Sports day.</p> <p>Swimming lessons.</p> <p>After school clubs; tag rugby, basketball, football, LEGO, cricket.</p> <p>Calendar of sporting events – Rushcliffe Sports Partnership</p> <p>ELSA; Nurture sessions</p>	<p>Play leaders</p> <p>Pupil. Parliament.</p> <p>Master classes with endowed schools.</p> <p>Preparation for transition to Y7.</p> <p>Visiting scientists (science week).</p> <p>Visiting sports coaches (sports week)</p> <p>Y6 Enterprise</p>	<p>Parent Helpers</p> <p>R – camp out, Beaumanor day trip</p> <p>Y1 – Tamworth castle/local area/Partake theatre</p> <p>Y2 – Tamworth castle/local area/Partake theatre/residential to Beaumanor</p> <p>Y3 – residential to Ravenstore/Edale, BGS</p> <p>Y4 – residential to Ravenstore/Edale</p> <p>Y5 – residential/ allotment/WW1 war memorial</p> <p>Y6 – residential/ coop fair trade</p>	<p>Clifton Foodbank Collection (Harvest)</p> <p>NSPCC stay safe, speak out</p> <p>Children in Need</p> <p>Comic/Sports Relief</p> <p>Poppy Appeal</p> <p>Macmillan Coffee Morning</p> <p>Living Streets; Happy Shoes day</p>
Safety	Essential Skills	RE & World View	Community	International awareness & British Values
<p>Crossdale Way (CARE)</p> <p>Antibullying week</p> <p>On-safety updates (half termly) – digital leaders</p> <p>DART (Y6)</p> <p>Bikability (Y5)</p> <p>NSPCC; Speak Out, Stay Safe (biannually)</p> <p>Safe guarding weekly updates to staff (briefing notes)</p> <p>Water Safety Assembly</p> <p>Implementation of Relationships Educations, RSE and Health Education & Online Safety government guidance.</p>	<p>All children visit the library annually.</p> <p>Reading interventions prioritised.</p> <p>First Aid (sports week)</p> <p>Bikability (Y5)</p> <p>DART (Y6)</p> <p>Swimming (Y3-6)</p> <p>RSE & Relationships Education</p> <p>Forest Schools</p> <p>Educating a Connected World syllabus.</p> <p>Mindfulness/wellbeing</p>	<p>Church Assemblies.</p> <p>Visits to places of worship.</p> <p>Multifaith assemblies</p>	<p>Clifton food bank /Keyworth Community Food Bank</p> <p>Christmas Choir for the light switch on.</p> <p>Residents invited to key events.</p> <p>Visit members of the community; Christmas Choir singing</p>	<p>British Values Assemblies & displays</p> <p>Multifaith assemblies</p>

Healthy Eating Statement:

Healthy eating is a key part of our ethos and values. To be prepared for learning, pupils need to be well-rested, well-fed, and properly nourished. A good school food culture helps children develop healthy eating habits so they can live healthier, longer lives.

Curriculum Provision

Children learn about the importance of eating healthily and taking care of themselves through our [science and PSHE curriculums](#). The lessons help young people understand the importance of nutrition and how to make informed decisions about food. The curriculum covers various topics, from where food comes from and what is in it to why we need certain nutrients and how they affect our bodies. Each year we consolidate this learning through a [Healthy Living week](#) which is made up of a variety of provision including; specialist sports coaches, wellbeing activities, first aid training and lessons around food & nutrition.

School Lunches



At Crossdale the children have a choice of having a school meal or bringing in a packed lunch. School meals are cooked on the premises by **Nottinghamshire County Council** and are very popular with over 100 children staying each day. There is a varied and balanced menu through the week and the menus are on a 3-week rota and can be found on the [school website here](#).

Our school dinners are packed with fresh and tasty ingredients which meet many strictly regulated food assurance schemes. NCC actively try to reduce their carbon footprint and are proud to be going local with our school dinners, to cut down on our food miles.

For every new menu we always search high and low across our region for the very best quality products to make exciting meals. We have introduced even more organic items to our meals, including potatoes, pasta and milk ensuring your child gets all the goodness and taste from their food.

We aim to ensure [all pupils have access to healthy school dinners](#) regardless of any special requirements. If a child's diet does not suit our menus due to any food allergies or intolerances, religious or ethical beliefs we can make alternative arrangements by parents completing an [EC46 pupil dietary/food allergy request form](#) and return to the school office. Any allergies and intolerances must be accompanied and supported by medical documentation from the child's GP or other medical professional.

Milk and Fruit

Free milk is provided for all children under the age of 5 and for those children registered for Pupil Premium.

[Milk can also be provided for all children at](#) a cost of around £15 per term, ordered directly from Cool Milk.

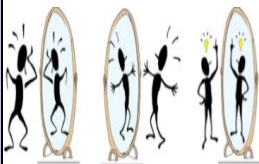






All children who wish to have milk in school must be registered on the [Cool Milk website](#).



A [piece of fruit](#) is also provided to all children in Foundation and KS1. This may be an apple, banana, pear, tomato or something similar. Should your child wish to bring their own snack, as part of our 'Healthy Schools' status, [we only allow fruit based or a healthy snacks](#) (**we also ask parents to avoid nuts and nut based snacks to support the families of children with allergies**). We also ask that if children do choose to bring their own fruit that they do so in reusable 'Tupperware' – this helps us promote sustainability and also reduces litter on site.

[Eat well, live well, be well!](#)

PSHE & RSE Overview

	Autumn Term		Spring Term		Summer Term	
EYFS - Y6	<p>Being me</p> 	<p>Celebrating difference</p> 	<p>Dreams and goals</p> 	 <p>Healthy me</p> 	<p>Relationships</p> 	<p>Changing me</p> 
Wider Provision and Enrichment	<p>Forest Schools</p> <p>Anti-bullying week (November)</p> <p>Christmas Performance</p> <p>DART (Y6)</p> <p>Bikeability (Y5)</p> <p>DT Days</p>		<p>Science Week</p> <p>Internet Safety Day (February)</p> <p>Residential (Y2)</p> <p>Residential (Y3, & Y4)</p> <p>DART (Y6)</p> <p>DT Days</p>		<p>Forest Schools</p> <p>'Walk to School' Week</p> <p>Healthy Living Week</p> <p>Allotment Visit (Y5)</p> <p>Residential (Y5, & Y6)</p> <p>Y5 & Y6 Enterprise</p> <p>Visit a Place of Worship (Y1, Y2, Y3 & Y4)</p> <p>Sports Day</p> <p>Football Fun</p> <p>Summer Production</p> <p>DT Days</p>	

PSHE & RSE Progression of Knowledge & skills:

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being me	<ul style="list-style-type: none"> Identify feelings associated with belonging Identify feelings of happiness and sadness Skills to play cooperatively with others Be able to consider others' feelings Be responsible in the setting 	<ul style="list-style-type: none"> Understanding that they are special Understand that they are safe in their class Identifying helpful behaviours to make the class a safe place Identify what it's like to feel proud of an achievement Recognise feelings associated with positive and negative consequences Understand that they have choices 	<ul style="list-style-type: none"> Recognise own feelings and know when and where to get help Know how to make their class a safe and fair place Show good listening skills Recognise the feeling of being worried Be able to work cooperatively 	<ul style="list-style-type: none"> Recognise self-worth Identify personal strengths Be able to set a personal goal Recognise feelings of happiness, sadness, worry and fear in themselves and others Make other people feel valued Develop compassion and empathy for others Be able to work collaboratively 	<ul style="list-style-type: none"> Identify the feelings associated with being included or excluded Can make others feel valued and included Be able to take on a role in a group discussion / task and contribute to the overall outcome Can make others feel cared for and welcomed Recognise the feelings of being motivated or unmotivated Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices Know how to regulate my emotions 	<ul style="list-style-type: none"> Be able to identify what they value most about school Identify hopes for the school year Empathy for people whose lives are different from their own Consider their own actions and the effect they have on themselves and others Be able to work as part of a group, listening and contributing effectively Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices Know how to regulate my emotions 	<ul style="list-style-type: none"> Be able to make others feel welcomed and valued Know own wants and needs Be able to compare their life with the lives of those less fortunate Demonstrate empathy and understanding towards others Can demonstrate attributes of a positive role model Can take positive action to help others Be able to contribute towards a group task Know what effective group work is Know how to regulate my emotions

Celebrating Difference

<ul style="list-style-type: none"> • Identify feelings associated with being proud • Identify things they are good at • Be able to vocalise success for themselves and about others • Identify successes • Identify some ways they can be different and the same as others • Recognise similarities and differences between their family and other families • Identify and use skills to make a friend • Identify and use skills to stand up for themselves • Recognise emotions when they or someone else is upset, frightened or angry 	<ul style="list-style-type: none"> • Recognise ways in which they are the same as their friends and ways they are different • Identify what is bullying and what isn't • Understand how being bullied might feel • Know ways to help a person who is being bullied • Identify emotions associated with making a new friend • Verbalise some of the attributes that make them unique and special 	<ul style="list-style-type: none"> • Understand that boys and girls can be similar in lots of ways and that is OK • Understand that boys and girls can be different in lots of ways and that is OK • Explain how being bullied can make someone feel • Can choose to be kind to someone who is being bullied • Know how to stand up for themselves when they need to • Recognise that they shouldn't judge people because they are different • Understand that everyone's differences make them special and unique 	<ul style="list-style-type: none"> • Be able to show appreciation for their families, parents and carers • Use the 'Solve it together' technique to calm and resolve conflicts with friends and family • Empathise with people who are bullied • Employ skills to support someone who is bullied • Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary • Be able to recognise, accept and give compliments • Recognise feelings associated with receiving a compliment 	<ul style="list-style-type: none"> • Try to accept people for who they are • Identify influences that have made them think or feel positively/negatively about a situation • Identify feelings that a bystander might feel in a bullying situation • Identify reasons why a bystander might join in with bullying • Revisit the 'Solve it together' technique to practise conflict and bullying scenarios • Identify their own uniqueness • Be comfortable with the way they look • Identify when a first impression they had was right or wrong • Be non-judgemental about others who are different 	<ul style="list-style-type: none"> • Identify their own culture and different cultures within their class community • Identify their own attitudes about people from different faith and cultural backgrounds • Identify a range of strategies for managing their own feelings in bullying situations • Identify some strategies to encourage children who use bullying behaviours to make other choices • Be able to support children who are being bullied • Appreciate the value of happiness regardless of material wealth • Develop respect for cultures different from their own 	<ul style="list-style-type: none"> • Empathise with people who are different and be aware of my own feelings towards them • Identify feelings associated with being excluded • Be able to recognise when someone is exerting power negatively in a relationship • Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict • Identify different feelings of the bully, bullied and bystanders in a bullying scenario • Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens • Appreciate people for who they are • Show empathy
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Dreams and Goals	<ul style="list-style-type: none"> • Understand that challenges can be difficult • Recognise some of the feelings linked to perseverance • Talk about a time that they kept on trying and achieved a goal • Be ambitious • Resilience • Recognise how kind words can encourage people • Feel proud • Celebrate success 	<ul style="list-style-type: none"> • Recognise things that they do well • Explain how they learn best • Celebrate an achievement with a friend • Recognise their own feelings when faced with a challenge • Recognise their own feelings when they are faced with an obstacle • Recognise how they feel when they overcome an obstacle • Can store feelings of success so that they can be used in the future 	<ul style="list-style-type: none"> • Be able to describe their own achievements and the feelings linked to this • Recognise their own strengths as a learner • Recognise how working with others can be helpful • Be able to work effectively with a partner • Be able to choose a partner with whom they work well • Be able to work as part of a group • Recognise how it feels to be part of a group that succeeds and store this feeling 	<ul style="list-style-type: none"> • Recognise other people's achievements in overcoming difficulties • Imagine how it will feel when they achieve their dream / ambition • Can break down a goal into small steps • Recognise how other people can help them to achieve their goals • Can manage feelings of frustration linked to facing obstacles • Can share their success with others • Can store feelings of success 	<ul style="list-style-type: none"> • Can talk about their hopes and dreams and the feelings associated with these • Can identify the feeling of disappointment • Can identify a time when they have felt disappointed • Be able to cope with disappointment • Help others to cope with disappointment • Can identify what resilience is • Have a positive attitude • Enjoy being part of a group challenge • Can share their success with others • Can store feelings of success (in their internal treasure chest) to be used at another time 	<ul style="list-style-type: none"> • Verbalise what they would like their life to be like when they are grown up • Appreciate the contributions made by people in different jobs • Appreciate the opportunities learning and education can give them • Reflect on the differences between their own learning goals and those of someone from a different culture • Appreciate the differences between themselves and someone from a different culture • Understand why they are motivated to make a positive contribution to supporting others 	<ul style="list-style-type: none"> • Understand why it is important to stretch the boundaries of their current learning • Set success criteria so that they know when they have achieved their goal • Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances • Empathise with people who are suffering or living in difficult situations • Be able to give praise and compliments to other people when they recognise that person's achievements
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Healthy me	<ul style="list-style-type: none"> • Recognise how exercise makes them feel • Recognise how different foods can make them feel • Can explain what they need to do to stay healthy • Can give examples of healthy food • Can explain how they might feel if they don't get enough sleep • Can explain what to do if a stranger approaches them 	<ul style="list-style-type: none"> • Feel good about themselves when they make healthy choices. • Realise that they are special. • Keep themselves safe. • Recognise ways to look after themselves if they feel poorly • Recognise when they feel frightened and know how to ask for help • Recognise how being healthy helps them to feel happy 	<ul style="list-style-type: none"> • Desire to make healthy lifestyle choices • Identify when a feeling is weak and when a feeling is strong • Feel positive about caring for their bodies and keeping it healthy • Have a healthy relationship with food • Express how it feels to share healthy food with their friend 	<ul style="list-style-type: none"> • Able to set themselves a fitness challenge • Recognise what it feels like to make a healthy choice • Identify how they feel about drugs • Can express how being anxious or scared feels • Can take responsibility for keeping themselves and others safe • Respect their own bodies and appreciate what they do 	<ul style="list-style-type: none"> • Can identify the feelings that they have about their friends and different friendship groups • Recognise how different people and groups they interact with impact on them • Identify which people they most want to be friends with • Recognise negative feelings in peer pressure situations • Can identify the feelings of anxiety and fear associated with peer pressure • Can tap into their inner strength and know how to be assertive 	<ul style="list-style-type: none"> • Can make informed decisions about whether or not they choose to smoke when they are older • Can make informed decisions about whether they choose to drink alcohol when they are older • Recognise strategies for resisting pressure • Can identify ways to keep themselves calm in an emergency • Can reflect on their own body image and know how important it is that this is positive • Accept and respect themselves for who they are • Respect and value their own bodies • Be motivated to keep themselves healthy and happy 	<ul style="list-style-type: none"> • Are motivated to care for their own physical and emotional health • Are motivated to find ways to be happy and cope with life's situations without using drugs • Identify ways that someone who is being exploited could help themselves • Suggest strategies someone could use to avoid being pressured • Recognise that people have different attitudes towards mental health / illness • Can use different strategies to manage stress and pressure
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Relationships	<ul style="list-style-type: none"> • Can identify what jobs they do in their family and those carried out by parents/carers and siblings • Can suggest ways to make a friend or help someone who is lonely • Can use different ways to mend a friendship • Can recognise what being angry feels like • Can use Calm Me when angry or upset 	<ul style="list-style-type: none"> • Can express how it feels to be part of a family and to care for family members • Can say what being a good friend means • Can show skills of friendship <ul style="list-style-type: none"> • Can identify forms of physical contact they prefer • Can say no when they receive a touch they don't like • Can praise themselves and others <ul style="list-style-type: none"> • Can recognise some of their personal qualities • Can say why they appreciate a special relationship 	<ul style="list-style-type: none"> • Can identify the different roles and responsibilities in their family • Can recognise the value that families can bring <ul style="list-style-type: none"> • Can recognise and talk about the types of physical contact that is acceptable or unacceptable • Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict • Can identify the negative feelings associated with keeping a worry secret • Can identify the feelings associated with trust <ul style="list-style-type: none"> • Can identify who they trust in their own relationships • Can give and receive compliments • Can say who they would go to for help if they were worried or scared 	<ul style="list-style-type: none"> • Empathise with people who are different and be aware of my own feelings towards them • Identify feelings associated with being excluded • Be able to recognise when someone is exerting power negatively in a relationship • Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict • Identify different feelings of the bully, bullied and bystanders in a bullying scenario • Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens • Appreciate people for who they are • Show empathy • Know how to access help if they are concerned about anything on social media or the internet • Can empathise with people from other countries who may not have a fair job/ less fortunate • Understand that they are connected to the global community in many different ways • Can identify similarities in children's rights around the world <ul style="list-style-type: none"> • Can identify their own wants and needs and how these may be similar or different from other children in school and the global community 	<ul style="list-style-type: none"> • Can identify feelings and emotions that accompany jealousy • Can suggest positive strategies for managing jealousy • Can identify people who are special to them and express why <ul style="list-style-type: none"> • Can identify the feelings and emotions that accompany loss • Can suggest strategies for managing loss • Can tell you about someone they no longer see <ul style="list-style-type: none"> • Can suggest ways to manage relationship changes including how to negotiate 	<ul style="list-style-type: none"> • Can suggest strategies for building self esteem of themselves and others • Can identify when an online community / social media group feels risky, uncomfortable, or unsafe • Can suggest strategies for staying safe online/ social media <ul style="list-style-type: none"> • Can say how to report unsafe online / social network activity • Can identify when an online game is safe or unsafe <ul style="list-style-type: none"> • Can suggest ways to monitor and reduce screen time • Can suggest strategies for managing unhelpful pressures online or in social networks 	<ul style="list-style-type: none"> • Recognise that people can get problems with their mental health and that it is nothing to be ashamed of • Can help themselves and others when worried about a mental health problem • Recognise when they are feeling grief and have strategies to manage them <ul style="list-style-type: none"> • Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control • Can resist pressure to do something online that might hurt themselves or others <ul style="list-style-type: none"> • Can take responsibility for their own safety and well-being
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Changing me	<ul style="list-style-type: none"> • Can identify how they have changed from a baby • Can say what might change for them they get older • Recognise that changing class can illicit happy and/or sad emotions • Can say how they feel about changing class/ growing up • Can identify positive memories from the past year in school/ home 	<ul style="list-style-type: none"> • Understand and accepts that change is a natural part of getting older • Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) • Can express why they enjoy learning • Can suggest ways to manage change e.g. moving to a new class 	<ul style="list-style-type: none"> • Can appreciate that changes will happen and that some can be controlled and others not • Be able to express how they feel about changes • Show appreciation for people who are older • Can recognise the independence and responsibilities they have now compared to being a baby or toddler • Can say what greater responsibilities and freedoms they may have in the future • Can say who they would go to for help if worried or scared • Can say what types of touch they find comfortable/ uncomfortable • Be able to confidently ask someone to stop if they are being hurt or frightened • Can say what they are looking forward to in the next year 	<ul style="list-style-type: none"> • Can express how they feel about babies • Can describe the emotions that a new baby can bring to a family • Can express how they feel about puberty • Can say who they can talk to about puberty if they have any worries • Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry • Can identify changes they are looking forward to in the next year • Can suggest ways to help them manage feelings during changes they are more anxious about 	<ul style="list-style-type: none"> • Can appreciate their own uniqueness and that of others • Can express how they feel about having children when they are grown up • Can express any concerns they have about puberty • Can say who they can talk to about puberty if they are worried • Can apply the circle of change model to themselves to have strategies for managing change • Have strategies for managing the emotions relating to change 	<ul style="list-style-type: none"> • Can celebrate what they like about their own and others' self- image and body-image • Can suggest ways to boost self-esteem of self and others • Recognise that puberty is a natural process that happens to everybody and that it will be OK for them • Can ask questions about puberty to seek clarification • Can express how they feel about having a romantic relationship when they are an adult • Can express how they feel about having children when they are an adult • Can express how they feel about becoming a teenager • Can say who they can talk to if concerned about puberty or becoming a teenager/adult 	<ul style="list-style-type: none"> • Recognise ways they can develop their own self-esteem • Can express how they feel about the changes that will happen to them during puberty • Recognise how they feel when they reflect on the development and birth of a baby • Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to • Can celebrate what they like about their own and others' self- image and body-image • Use strategies to prepare themselves emotionally for the transition (changes) to secondary school
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National Curriculum Coverage for PSHE & RSE:

	Autumn 1 Being me	Autumn 2 Celebrating difference	Spring 1 Dreams and Goals	Spring 2 Healthy me	Summer 1 Relationships
Key Stage 1	<ul style="list-style-type: none"> • To recognise what they like and dislike, what is fair and unfair, and what is right and wrong • To share their opinions on things that matter to them and explain their views • To recognise, name and deal with their feelings in a positive way • To think about themselves, learn from their experiences and recognise what they are good at • To take part in discussions with one other person and the whole class • To take part in a simple debate about topical issues • To recognise choices they can make, and recognise the difference between right and wrong • To agree and follow rules for their group and classroom, and understand how rules help them • To feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves) 	<ul style="list-style-type: none"> • To know that they belong to various groups and communities, such as family and school • To realise that money comes from different sources and can be used for different purposes • To know what improves and harms their local, natural and built environments and about some of the ways people look after them • To consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues) 	<ul style="list-style-type: none"> • To know how to set simple goals • To meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse) 	<ul style="list-style-type: none"> • To know how to make simple choices that improve their health and wellbeing • To maintain personal hygiene • To know how some diseases spread and can be controlled • To know about the process of growing from young to old and how people's needs change • To know the names of the main parts of the body • To know that all household products, including medicines, can be harmful if not used properly • To know rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe 	<ul style="list-style-type: none"> • To realise that people and other living things have needs, and that they have responsibilities to meet them • To contribute to the life of the class and school • To recognise how their behaviour affects other people • To listen to other people, and play and work cooperatively • To identify and respect the differences and similarities between people • To know that family and friends should care for each other • To know that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying • To develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task) • To know the roles of supervisors, older pupils, the police.) • To ask for help (for example, from family and friends, midday supervisors, older pupils, the police.)

	Autumn 1 Being me	Autumn 2 Celebrating difference	Spring 1 Dreams and Goals	Spring 2 Healthy me	Summer 1 Relationships
Key Stage 2	<ul style="list-style-type: none"> • To research, discuss and debate topical issues, problems and events • To know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules • To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities • To feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take) 	<ul style="list-style-type: none"> • To know that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other • To reflect on spiritual, moral, social, and cultural issues, using imagination • To understand other people's experiences • To know what democracy is, and about the basic institutions that support it locally and nationally • To recognise the role of voluntary, community and pressure groups to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom • To know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment 	<ul style="list-style-type: none"> • To prepare for change (for example, transferring to secondary school.) • To make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money, contributions to charities and careers.) • Find information and advice (for example, through helplines; by understanding about welfare systems in society) 	<ul style="list-style-type: none"> • To know what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices • To know that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread • To know about how the body changes as they approach puberty • To know which commonly available substances and drugs are legal and illegal, their effects and risks • To know how to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable • To know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong • To know the school rules about health and safety, basic emergency aid procedures and where to get help • To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	<ul style="list-style-type: none"> • To explore how the media present information that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view • To think about the lives of people living in other places and times, and people with different values and customs • To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships • To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help • To recognise and challenge stereotypes • To know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability • To know where individuals, families and groups can get help and support
Summer 2 Changing Me	<p>Before Summer 2 commences, teachers ensure to consultate parents and guardians by sending out key information regarding the upcoming topic content for: 'Changing Me.' This consists of emailing out a detailed letter of the curriculum content to be covered for each year group that half-term as well as provide the opportunity for any questions or queries to be communicated prior to the start of Summer 2. As this part of the PSHE & RSE curriculum is non-compulsory, parents right to withdraw a child from attending a RSE lesson should be freely exercisable, and a school must give effect to any such request. Parents are not obliged to state their reasons for seeking withdrawal and withdrawal may be in the form of physically withdrawal from the RSE lesson or simply not taking part.</p> <p>Our RSE curriculum per year group is published on the school blog so parents have access to its content all year round.</p> <p>By the end of Primary School, all children should know:</p>				

**Summer
2
Changing
Me cont.**

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
- the characteristics and mental and physical benefits of an active lifestyle
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health.
- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.
- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.
- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle

Citizenship DfE Link - [Department for Education - \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

RSE DfE Link - [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)