



Marine Park First School

PSHCE Policy

Adopted by Governing Body in Autumn 17

Review Date Annually

MARINE PARK FIRST SCHOOL
PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION POLICY

Rationale

The National Curriculum set out the aims of the curriculum as:

- to provide opportunities for all pupils to learn and achieve
- to promote pupils spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life

The interdependence of these two aims is clear. The personal development of pupils plays a significant part in their ability to learn and to achieve. Therefore the inclusion of PSHCE in the taught and hidden curriculum is fundamental to meeting these aims.

This policy reflects the school values and philosophy in relation to the teaching and learning of PSHCE. It also takes into account other school policies and DfE guidance documents including those relating to preventing and tackling bullying including online bullying, safeguarding and equality.

It should be read in conjunction with the Programme of Study (Appendix 1) which will set out in detail what pupils in each Key Stage will be taught.

The PSHCE Programme of Study is based on three core themes within which there will be broad overlap and flexibility. These are based on PSHE Association's 2014 guidelines and updated guidelines 2017, which reflect the rapidly changing world in which our pupils live and learn.

These core themes are:

- Health and Wellbeing
- Relationships
- Living in the wider world

The themes identify key concepts and skills to help children develop spiritually, morally, culturally, mentally and physically and be prepared for the experiences of life.

The aim for PSHCE education is to provide pupils with:

- accurate, balanced and relevant knowledge based on the core themes
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy

Evidence shows that PSHE education can improve the physical and psychosocial well-being of pupils. 'A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success. Taking a whole school approach to health and well-being is linked to pupils' readiness to learn.'

Personal, social, health and economic (PSHE) education: a review of impact and effective practice March 2015 DfE.

The PSHE Association identifies the Essential Skills and Attributes of PSHE as:

Personal Effectiveness Skills

- Self-improvement including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting
- Identifying unhelpful 'thinking traps' e.g. generalisation and stereotyping

- Resilience including self-motivation, perseverance and adaptability
- Self-regulation including promotion of a positive, growth mind-set and managing strong emotions and impulses
- Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms
- Self-organisation including time management
- Strategies for identifying and accessing appropriate help and support
- Clarifying own values and re-evaluating values and beliefs in the light of new learning, experiences and evidence
- Recalling and applying knowledge creatively and in new situations
- Developing and maintaining a healthy self-concept including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect

Interpersonal Skills

- Empathy and compassion
- Respect for others' right to their own beliefs, values and opinions
- Discernment in evaluating the arguments and opinions of others
- Skills for employability, including
 - Active listening and communication including assertiveness skills
 - Team working
 - Negotiation including flexibility, self-advocacy and compromise within an awareness of personal boundaries
 - Leadership skills
 - Presentation skills
- Enterprise skills and attributes e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks
- Recognising, evaluating and utilising strategies for managing influence
- Valuing and respecting diversity
- Using these skills and attributes to build and maintain healthy relationships of all kinds

Managing Risk and Decision Making

- Identification, assessment including prediction and management of positive and negative risk to self and others
- Formulating questions to assess the value of information
- Analysis including separating fact and reasoned argument from rumour, speculation and opinion
- Assessing the validity and reliability of information
- Identify links between values and beliefs, decisions and actions
- Making decisions

Curriculum & School Organisation

The three core themes of: Health and Wellbeing; Relationships and Living in the Wider World are taught over and within Key Stages 1 and 2. Within these themes, the overarching concepts which are developed in the scheme of work are:

- **Identity** - their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online
- **Relationships** - including different types and in different settings, including online
- **A healthy balanced lifestyle** (including physically, emotionally and socially) - including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices
- **Risk** - identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others and **safety** - including behaviour and strategies to employ in different settings, including online in an increasingly connected world
- **Diversity and equality** - in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010
- **Rights** - including the notion of universal human rights and **responsibilities** - including fairness and justice and **consent** in different contexts
- **Change** - as something to be managed and **resilience** - the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance

- **Power** - how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes
- **Career** - (including enterprise, employability and economic understanding)

Many aspects of these concepts are covered across various curriculum areas - in particular, in Geography, History, Science, R.E., and during some School Council discussions. Some concepts may also be approached in Family Group sessions and through special assemblies. However, most aspects are taught through discrete PSHE sessions and through circle time.

EYFS

The Early Years Foundation Stage Curriculum is delivered holistically through the prime and specific areas of learning. One of the key prime areas is Personal, Social and Emotional Development. Concepts including self awareness, self confidence, relationships, feelings, friendships, caring, behaviour and independence are covered.

Planning

Long-term and Medium term curriculum planning throughout the school is done by the Co-ordinator and phase teams to ensure continuity and progression. Short-term planning is the responsibility of the class teachers.

When thinking about PSHCE education it is helpful for staff to think on three 'levels'. There are lessons that

- explicitly teach *about* an issue: the lessons that offer factual information
- explicitly teach how to *manage* an issue: the lessons that develop the strategies, language and skills pupils will need to manage the situations or 'moments' in which they encounter an issue
- underpin the topic-specific learning: relevant learning (from earlier years and key stages) that provides the foundation for new explicit learning

Teachers ensure that their planning and teaching gives all children opportunities to demonstrate what they know, understand and can do. Personal reflection in PSHCE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect, either privately or through discussion, is a vital part of the teaching and learning process.

Differentiation is achieved through the appropriate use of resources and materials, the use of careful questioning, well matched tasks and support and challenge.

Our scheme of work is based on guidance materials produced by the PSHE Association, North Tyneside LA and the Health Education Partnership.

Inclusion

Children with Special Educational Needs are carefully monitored. Differentiated work will be provided within the group to cater for pupils specific needs as required.

More Able Pupils

More able pupils will be encouraged to further their skills by taking part in more challenging extension activities linked to the topic.

Assessment, Recording and Reporting

Assessment may take the form of

- Observation of pupils working (whole class, in groups or individually)
- Discussion with pupil of ideas etc
- Pupil response to teacher questioning
- Written evidence

The school will inform parents/carers of their child's progress in the annual report

Resources

At Marine Park First School we use a wide range of learning resources to deliver the PSHCE curriculum. These include a range of well-chosen story books to support discussion; teaching materials including publications such as the Health for Life series which has been awarded the 'Quality Assurance Mark' by the PSHE Association and factual written/online materials from specific organizations. Governors and staff will

ensure that the resources used, both reflect the needs and ages of pupils and the cultural diversity of the school community.

Agency Involvement

Guest speaker(s) with specialist knowledge may be used providing they work within an agreed protocol.

Training

All staff will be given appropriate continuing professional development and support and the co-ordinators will have access to LA specialist training and advice.

Parent/Carer Involvement

In order to enable the parents/carers to play an active role in their child's personal and social development:

- Awareness raising on key issues may be sought through the use of questionnaires etc
- Parents will be involved in any development and review of the policy and scheme of work
- The full policy will be made available to parents/carers via the school website
- A summary will be included in the school prospectus.
- The school will inform parents/carers of their child's progress in the annual report

ICT

ICT is used to enhance the PSHCE curriculum as appropriate.

Equalities Policy

It is the responsibility of the class teacher to ensure that the delivery of PSHCE is in line with the ethos of our Single Equality Policy.

Health and Safety

See Health and Safety policies. Any visits done out of school will be risk assessed before they are carried out.

The role of the Coordinator/s

The role of the Co-ordinator may involve the following elements of planning, assisting, monitoring/evaluating and staff development:

- Initiate and develop and review the scheme of work for the whole school
- Advise staff on specific subject issues
- Lead staff meetings and/or INSET
- Order resources, and making these available to staff as appropriate
- Attend relevant training and will feed back to staff
- Ensure that policy and programmes are implemented and updated as agreed
- Recommend targets for whole school development

Monitoring and Evaluation of Standards

This is carried out in accordance with the school's policy for monitoring and evaluating standards. It will also be in line with the Governors' programme of visits to monitor standards.

Appendix 1

Key Stages 1 and 2: Core Themes

Core Theme 1: Health and wellbeing	Core Theme 2: Relationships	Core Theme 3: Living in the wider world – including, Economic wellbeing and being a responsible citizen
Pupils should be taught:	Pupils should be taught:	Pupils should be taught:
<ul style="list-style-type: none"> • What is meant by a healthy lifestyle 	<ul style="list-style-type: none"> • How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 	<ul style="list-style-type: none"> • About respect for self and others and the importance of responsible behaviours and actions
<ul style="list-style-type: none"> • How to maintain physical, mental and emotional health and wellbeing 	<ul style="list-style-type: none"> • How to recognise and manage emotions within a range of relationships 	<ul style="list-style-type: none"> • About rights and responsibilities as members of families, other groups and ultimately as citizens
<ul style="list-style-type: none"> • How to manage risks to physical and emotional health and wellbeing 	<ul style="list-style-type: none"> • How to recognise risky or negative relationships including all forms of bullying and abuse 	<ul style="list-style-type: none"> • About different groups and communities
<ul style="list-style-type: none"> • Ways of keeping physically and emotionally safe 	<ul style="list-style-type: none"> • How to respond to risky or negative relationships and ask for help 	<ul style="list-style-type: none"> • To respect equality and to be a productive member of a diverse community
<ul style="list-style-type: none"> • About managing change, such as puberty, transition and loss 	<ul style="list-style-type: none"> • How to respect equality and diversity in relationships. 	<ul style="list-style-type: none"> • About the importance of respecting and protecting the environment
<ul style="list-style-type: none"> • How to make informed choices about health and wellbeing and to recognise sources of help with this 		<ul style="list-style-type: none"> • About where money comes from, keeping it safe and the importance of managing it effectively
<ul style="list-style-type: none"> • How to respond in an emergency 		<ul style="list-style-type: none"> • How money plays an important part in people's lives
<ul style="list-style-type: none"> • To identify different influences on health and wellbeing 		<ul style="list-style-type: none"> • A basic understanding of enterprise.

Marine Park First School PSHCE Curriculum

Key Stage 1: Year 1

Autumn 1 Health and Wellbeing	Spring 1 Living in the Wider World	Summer 1 Relationships
<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>My new class</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • how to contribute to the life of the classroom • about constructing and agreeing to follow group and class rules and to understand how these help us • about taking part in a democratic vote for the School Council • about working collaboratively <p>Children should:</p> <ul style="list-style-type: none"> • give examples of co-operation when working with others in groups • describe what a shared goal means in terms of group and class shared goals • identify and demonstrate essential attributes that are needed to work collaboratively • recognize how their behavior affects other people • develop their self esteem and self confidence • distinguish right from wrong • have respect for the civil and criminal law of England • respect for democracy and support for participation in the democratic processes <p>Keeping Myself Safe - Looking after myself</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about feeling safe • hazards in the home and school • about road safety • about the steps they can take to ensure their safety in class, on the playground, at home and on the street • who helps us keep safe <p>Children should:</p> <ul style="list-style-type: none"> • demonstrate an understanding of 'be safe on the outside' and 'feel safe on the inside' 	<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>Me and my community</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • that they belong to various groups and communities such as family, class and school - focus on the class • more about their contribution to the life of the classroom • that people have needs and that they have responsibilities to meet them including being able to take turns, share and understand the need to return things that have been borrowed etc • that they have choices they can make but that their choices impact on others • more about the local community they belong to • who in the local community looks after them <p>Children should:</p> <ul style="list-style-type: none"> • demonstrate that they can identify and respect the differences and similarities between people in their class and beyond • recognize that everyone is part of the class community • recognise how their behavior affects others • recognize the difference between right and wrong • listen to others and play and work cooperatively • demonstrate how to contribute to the life of the classroom • what improves and harms their local, natural and built environments and about some of the ways people look after them 	<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>Sex and Relationships Education – Myself and Others</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • the importance of valuing oneself and that we are all unique • more about their bodies and how they work • about the similarities and differences between boys and girls • to recognize and name using the proper terminology parts of the body and what those parts do • more about what happens as we grow • about the process of growing from young to old, physical changes – becoming taller, facial changes, different skills • that some things don't change e.g. skin colour, eye colour etc • other things will change e.g. height, weight, etc • that our behaviour and needs change as we get older • that we are all part of families and that all families are different and have special roles in caring for their children <p>Children should:</p> <ul style="list-style-type: none"> • be able to describe and value individuality • recognize and celebrate own emotions, gifts and talents • recognize similarities between themselves and peers • identify similarities and differences between themselves and the opposite gender • be recognize and name using proper terminology parts of the body and what those parts do. • describe some elements of the growth cycle • be able to describe their family • understand why their families are special • identify different ways that families and individual members care for one another

Marine Park First School PSHCE Curriculum

Key Stage 1: Year 1

- identify emotions for when they are feeling safe and unsafe
- describe ways of keeping safe in familiar situations, such as crossing the road
- talk about being safe inside and outside home and at school
- know about types of behaviour and their consequences
- identify the adults in school, at home and in the community who can keep them safe
- talk about what they can say and do to help these people to keep them safe.
- understand how to get help and who helps them

Keeping Myself Safe - Internet Safety

- how to keep themselves safe on line

My Healthy Body - Healthy People

Children will learn:

- about what healthy people do to be healthy – regular exercise, a healthy diet, rest and keeping clean
- about what they like and dislike
- about what it means to make a choice and how choices can improve how they feel and look
- about good handwashing

Children should:

- be able to describe the components of a healthy day
- identify some ways of taking care of themselves
- list favourite foods and say which ones are important to keep them healthy and which ones need to be eaten in moderation
- talk about how physical activity, sleep, exercise and keeping clean helps their bodies to grow and helps them to feel well
- know how to wash their hands effectively and how this helps reduce the spread of germs

Emotional Health - Awareness of feelings

Children will learn:

- to be aware of what makes them happy
- how to tell how other people are feeling

Persuasion – reality and fantasy

Children will learn:

- more about differences between make believe and reality
- real and pretend people/things, places and happenings
- about concept of truth/lies; right/wrong

Children should:

understand the difference between these

Memories and growing up

Children will learn:

- about special memories, things which we treasure:
- about change and loss e.g. starting school, a new baby brother/sister, moving to a new class
- about the feelings associated with change or loss

Children should:

- be able to express how they feel when they lose something or if things change(including moving home, losing toys, pets or friends moving etc.
- talk about different kinds of loss that they or others may have experienced
- describe how people behave when they lose things
- talk about how losing things can make people feel

Marine Park First School PSHCE Curriculum

Key Stage 1: Year 1

Children should:

- show some self-awareness of feeling and thinking positively and recognize, name and deal with feelings in a positive way

Autumn 2 Relationships

reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals

Who are our friends?

Children will learn:

- about feeling loved and cared for
- about different types of friends and how friends should care for one another
- about the nature of kindness
- about how people's bodies and feelings can be hurt
- who to go to if they are worried and how to attract their attention
- to name a range of emotions
- managing uncomfortable feelings – winning and losing; pride and jealousy
- about solving disputes and conflict through negotiation and appropriate compromise

Children should:

- be able to show what constitutes a good friend and how good friends look after one another
- be able to talk about good and not so good feelings
- begin to develop a vocabulary to describe their feelings to others and simple strategies for managing feelings
- recognize how their behaviour affects other people
- give examples of causes of disputes and conflicts in class/playground/other and describe feelings when disputes/conflicts occur
- identify what can help/not help when trying to solve disputes/conflict describe or demonstrate strategies to use for negotiation and appropriate compromise
- demonstrate strategies for solving a dispute in real life situations

Anti Bullying

Spring Term 2 Health and Wellbeing

reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals

My Healthy Body – Looking after my teeth

Children will learn:

- more about healthy food choices
- more about what healthy people do to be healthy – keeping their teeth clean

Children should:

- know how to keep themselves clean and how to brush their teeth effectively
- understand how visits to the dentist contribute to good oral health

Keeping safe – Drugs Ed: Medicines and Household Products

Children will learn:

- that substances we put onto or into our bodies affect them
- that household products, including medicines, can be harmful if not used properly
- about the safe keeping of everyday substances and basic rules for recognising substances or objects that are not safe to touch
- rules about health and safety, basic emergency aid procedures, where and how to get help

Children should:

- know simple rules for the correct use of everyday substances and medicines
- recognize situations that might be dangerous and when

Summer 2 Living the Wider World

reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals

Me and the Wider Community - Global food

Children will learn:

- about where food comes from
- more about the ethics of food supply

Children should:

- explore how some children in poorer parts of the world may not have access to plentiful food and clean water and reflect on this

Me and the Wider Community – Developing Responsibility

Children will learn:

- about the needs of all living things
- looking after animals
- the role of professionals and voluntary agencies in animal welfare
- about caring for the environment and pollution
- about what harms/improves the local and built environments and about some of the ways people look after them

Marine Park First School PSHCE Curriculum

Key Stage 1: Year 1

Children will learn:

- about what to do when friendships change
- to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
- to recognise when people are being unkind either to them or others, how to respond, who to tell and what
- to say that there are different types of teasing and bullying, that these are wrong and unacceptable
- how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

they must talk to a safe adult

- demonstrate awareness of their own role in keeping healthy and simple choices that they make.
- be able to ask for help or assistance

Marine Park First School PSHCE Curriculum

Key Stage 1: Year 2

Autumn 1 Health and Wellbeing	Spring 1 Living in the Wider World	Summer 1 Relationships
<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>My new class</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • how to contribute to the life of the classroom • about constructing and agreeing to follow group and class rules and to understand how these help us • about taking part in a democratic vote for the School Council • about working collaboratively <p>Children should:</p> <ul style="list-style-type: none"> • give examples of co-operation when working with others in groups • describe what a shared goal means in terms of group and class shared goals • identify and demonstrate essential attributes that are needed to work collaboratively • recognize how their behavior affects other people • develop their self esteem and self confidence • distinguish right from wrong • have respect for the civil and criminal law of England • respect for democracy and support for participation in the democratic processes <p>Keeping Myself Safe - Looking after myself</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about feeling safe • real and imaginary hazards • fire, water and metro safety • who keeps us safe • about the shared responsibility for keeping themselves and others safe • about the steps they can take to ensure their safety in different situations 	<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>My school and local community</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • more about the groups that make up our school community – celebrating our diversity • that people all share similarities and they can be grouped by them • that our differences make us special • to identify and respect the differences and similarities between people • more about the groups that make up the local community realising that we have similar needs and are all part of one community • and about the diversity of the religious and ethnic identities in the UK • that each culture has its own special traditions – festivals and foods etc • about a variety of institutions that support communities locally and nationally • to listen to other people and play and work cooperatively <p>Children should:</p> <ul style="list-style-type: none"> • demonstrate that they can identify and respect the differences and similarities between people in their school and beyond • act responsibly for their behavior, show initiative and contribute positively to the lives of those living and working in the locality of the school and to society more widely • understand that the freedom to choose and hold faiths 	<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>Sex and Relationships Education – Lifecycles</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • that all living things including humans grow and reproduce as part of a life cycle • where different living things come from – plants and animals e.g. plants come from seeds, birds, fish, reptiles and amphibians lay eggs, mammals give birth to live babies etc. • more about the process of growing from young to old • that they are growing and changing • that babies need to be kept physically safe and healthy – warm, food, clean, secure environment; and helped to thrive emotionally and intellectually - need the care and attention of parents/carers to thrive • appreciate that people and other living things have needs and that families and friends should care for one another • how people’s needs change and responsibilities that increasing independence may bring • about who to talk to if they have concerns, questions or worries <p>Children should:</p> <ul style="list-style-type: none"> • understand that all living things including humans grow and reproduce as part of a life cycle • describe where different living things come from • describe some elements of the growth cycle • describe some of the biological differences between male and female animals and humans • describe ways they have grown and changed – physically, socially and emotionally • appreciate that everyone needs to be cared for to grow and thrive • identify ways to show care towards one another

Marine Park First School PSHCE Curriculum

Key Stage 1: Year 2

Children should:

- know about types of behaviour and their consequences
- describe different ways of keeping safe in both familiar and unfamiliar situations
- identify potentially unsafe situations and steps to take to avoid or remove the dangers
- describe the personal responsibility they have to keep themselves safe
- understand how to get help and who helps them
- understand the role of the emergency services

Keeping Myself Safe - Internet Safety

- how to keep themselves safe on line

My Healthy Body- Keeping well and clean

Children will learn:

- more about what healthy people do – revisit regular exercise, a healthy diet, rest and keeping clean, visiting h/c professionals
- about what it means to make a choice and how choices can improve how they feel and look
- more about hygiene, spread of germs and disease and healthcare
- about good personal hygiene
- about what happens if they don't take care of their health
- revisit

Children should:

- describe what being healthy means
- explain what the short and long term benefits of regular exercise, sleep, eating well and good oral and body hygiene.
- Describe the consequences of choices both good and not so good
- how some diseases are spread and can be controlled and about the responsibilities they have for their own health and that of others
- describe how some diseases are spread, including coughs, colds etc
- talk about steps that they can take to help stop the spread of germs (i.e. regular hand washing, use of tissues, covering their mouth when they cough)
- know that some diseases can be controlled through vaccination and medication
- explain how they are responsible for their own health and that of others

is protected in law

- accept that other people have different faiths or beliefs to oneself, or have none and should not be the cause of prejudice or discrimination
- understand the importance of identifying and combatting discrimination

Same and different

Children will learn:

- to further consider concepts such as right and wrong; truth and lies; what's fair and unfair; real and fantasy
- share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class

further consider strategies to express themselves and stand up for themselves

- understand that we all have different needs and need different types of care and understand the links between needs, caring and changes throughout the life-cycle

Children should:

- describe ways they have grown and changed – physically, socially and emotionally
- describe some elements of the growth cycle
- describe some of the biological differences between male and female animals
- appreciate that everyone needs to be cared for to grow and thrive
- can describe the changes having a new baby in the family can bring
- identify ways to show care towards each other

Moving on

Children will learn:

- about ways to improve and learn from experience
- to recognize and celebrate what they are good at
- to celebrate their achievements towards the end of KS1
- to set themselves challenging goals as they get ready for KS2

Children should:

- know what they are good at and in what areas they need support
- know that is ok to make mistakes and that this is part of learning
- set themselves realistic but challenging personal go

Marine Park First School PSHCE Curriculum

Key Stage 1: Year 2

- discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people

Emotional Health - Awareness of feelings

Children will learn:

- how to recognize worries
- how to deal with worries
- about staying calm and relaxed

Children should:

- be able to show some self-awareness of feeling and thinking positively
- recognize, name and deal with their feelings in a positive way

Autumn 2 Relationships

reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals

Families

Children will learn:

- to identify their special people (family, friends, carers), what makes them special and how special people care for one another
- about different families and changing families
- that families have different beliefs and customs
- how we can respect one another's families and respect our differences
- more about kindness and about being loved and cared for
- about having empathy and responding to others
- how to help those who look after us
- about how people's bodies and feelings can be hurt
- managing uncomfortable feelings – feeling lonely
- who to go to if they feel lonely or worried and how to attract their attention
- the difference between secrets and surprises and when we shouldn't keep secrets
- to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
- to name a range of emotions

Spring Term 2 Health and Wellbeing

reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals

My Healthy Body- More About My Body and Keeping Fit

Children will:

- more about how the body works
- learn about exercise and its contribution to keeping us healthy
- begin to learn how to make real, informed choices that improve their physical and emotional health

Children should:

- be able to show understanding of key bodily functions
- set simple personal goals
- plan and carry out a programme of exercise

Keeping safe – Drugs Ed: Medicines

Children will learn:

- that substances we put onto or into our bodies affect them
- how we use medicines to make us well/ keep us healthy

Summer 2 Living the Wider World

reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals

Financial Capability - Money and shopping

Children will learn:

- about the role of money in our lives
- choices about spending money and what influences those choices
- about simple money management

Children should:

- be able to role-play simple financial transactions
- understand the role money plays in peoples lives
- know the basics about keeping money safe

Me and the Wider Community - Poverty

Children will learn:

- how children in some parts of the world are affected by poverty in ways such as having to work and forego education

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Key Stage 1: Year 2

Children should:

- be able to identify their special people and how special people should care for one another by listening, cooperating and being empathetic
- explain what they can do if they are worried and who that can go to talk about any worries

Anti Bullying - Coping with conflict

Children will learn:

- more about teasing and bullying
- that there are different types of teasing and bullying, that these are wrong and unacceptable
- the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities
- how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

Children should:

- recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
- recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I won't' 'I'll ask' and 'I'll tell

- that medicines are drugs
- how we make medicines safe to take
- that medicines, can be harmful if not used properly
- that other drugs which are not medicines can be dangerous e.g. alcohol and tobacco
- about making safe choices and how to deal with unhelpful pressure
- to practise when to say, 'yes', 'no', 'I won't' 'I'll ask' and 'I'll tell
- rules about health and safety, basic emergency aid procedures, where and how to get help

Children should:

- recognize that all medicines are drugs – but not all drugs are medicines
- know simple rules for the correct use of everyday substances and medicines
- recognize situations that might be dangerous and when they must talk to a safe adult
- understand what to do if someone tries to persuade them
- be able to ask for help or assistance

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Key Stage 2: Year 3

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Autumn 1 Health and Wellbeing	Spring 1 Living in the Wider World	Summer 1 Relationships
<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>My new class Children will learn:</p> <ul style="list-style-type: none"> • how to contribute to the life of the classroom • about constructing and agreeing to follow group and class rules and to understand how these rules help us • about taking part in a democratic vote for the School Council <p>Children should:</p> <ul style="list-style-type: none"> • recognize how their behavior affects other people • develop their self esteem and self confidence • distinguish right from wrong • respect the civil and criminal law of England <p>respect for democracy and support for participation in the democratic processes</p> <p>Keeping Myself Safe - Risks Children will learn:</p> <ul style="list-style-type: none"> • to differentiate between 'danger' 'risk' and 'hazard'. • explore 'risk assessment' in different contexts • about the potential risks they might face • linking actions to outcomes • who looks after them and keeps them safe • school rules about health and safety, basic emergency aid procedures where and how to get help <p>Children should:</p> <ul style="list-style-type: none"> • deepen their understanding of keeping themselves safe when involved in risky situations and understand when it is appropriate to take a risk and when to say no and ask for help <p>Internet Safety</p> <ul style="list-style-type: none"> • how to use Internet devices responsibly – mobiles, tablets etc. • what cyberbullying is • how to keep themselves safe on line 	<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>Rules, Laws and Representation Children will learn:</p> <ul style="list-style-type: none"> • why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules • that everyone has human rights, all peoples and all societies and that children have their own rights set out in the UN declaration of 'the rights of the child' • that these universal rights are there to protect everybody and have primacy over both the national law and family and community practices. • that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment • about school and local democracy <p>Children should:</p> <ul style="list-style-type: none"> • show an appreciation that living under the rule of law protects individual citizens and is essential for their well being • resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices • learn about the principle of equality in the context of school and in society • know when to stand up for their own rights within relationships and school life • show an understanding of the role of a school councilor • demonstrate that they can identify and respect the differences and similarities between people in their school and beyond • act responsibly for their behavior, show initiative and contribute positively to the lives of those living and working in the locality of the school and to society more widely • understand that the freedom to choose and hold faiths is protected in law • accept that other people have different faiths or beliefs to oneself, or have none and should not be the cause of prejudice or discrimination • understand the importance of identifying and combatting discrimination 	<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>Sex and Relationships Education Children will learn:</p> <ul style="list-style-type: none"> • to see themselves as special - about the importance of valuing oneself and that we are all unique • to build self esteem and confidence by looking at their skills and achievements • to identify personal areas that need improvement • more about gender, growing and changing • to describe, understand and respect the ways boys and girls can be the same and different • to describe the physical differences between males and females and understand that this is part of the life cycle • to use the agreed scientific terminology when describing male/female body parts • that males and females can do the same tasks and enjoy the same things • discuss and challenge the different stereotypes about what males and females can do <p>Children should:</p> <ul style="list-style-type: none"> • be able to describe and value individuality • describe the ways in which boys can girls can be the same and different • describe what is meant by stereotyping and give some examples <p>Healthy relationships Children will learn:</p> <ul style="list-style-type: none"> • what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships • what trust means • why it is okay and important to talk to someone they trust if anyone makes them feel uncomfortable or confused. • what to do if someone they trust lets them down

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<p>My Healthy Body- Healthy eating/ healthy lifestyle Children will learn:</p> <ul style="list-style-type: none"> to continue to learn how to have a 'balanced lifestyle', in particular be able to make good food choices and the effects of making poor choices about hygiene in food preparation and storage about the spread of bacteria 	<p>Valuing Differences Children will learn:</p> <ul style="list-style-type: none"> about equal opportunities and their importance explore why differences between people are sometimes used as a reason to be unkind and non-inclusive to have the confidence to stand up for the rights of others within relationships and school life <p>Children should:</p> <ul style="list-style-type: none"> explain ways in which we are all unique be able to show understanding of difference including <u>disability</u> recognise how images in the media do not always reflect reality and can affect how people feel about themselves identify ways in which we can value and appreciate what we have in common and what makes us different talk about the special consideration we should give to those with a disability realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours 	<ul style="list-style-type: none"> Children should: explain what trust is be able to identify special people within family, friends and school who they care about and can trust and can support them if have concerns or worries explain why it is okay and important to talk to someone they trust if anyone makes them feel uncomfortable or confused discuss who to go to if somebody that they trusts lets them down
<p>Autumn 2 Relationships</p>	<p>Spring Term 2 Health and Wellbeing</p>	<p>Summer 2 Living the Wider World</p>
<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>Friendships Children will learn:</p> <ul style="list-style-type: none"> to further explore the nature of friendship and why friendship is important consider different types of friendship that numbers of friends are not important but what friends do for one another is to recognize their rights to be treated fairly by their friends about behaving responsibly, how we care for one another and what to do when relationships change about acceptable and unacceptable physical contact how to respond to unacceptable physical contact about who is special to them and looks after them possible dangers of internet 'friendships' identifying peaceful ways to solve problems <p>Children should:</p> <ul style="list-style-type: none"> be able to talk about feelings 	<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>Keeping safe – Drugs Ed: Smoking Children will learn:</p> <ul style="list-style-type: none"> revisit what happens when they are ill and how and when people need drugs to help them get better. where drugs/medicines come from about risks they may face learn what is meant by the term habit and that some habits are dangerous for our health about the substances (legal and illegal) that people use that may damage our health – focus on tobacco/smoking about the effects of smoking and how to make safe decisions how to deal with unhelpful pressure <p>Children should:</p> <ul style="list-style-type: none"> be able to describe what risk is and how this may affect decisions 	<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>Me and my community – Joining In and Joining Up: Fundraising Children will learn:</p> <ul style="list-style-type: none"> about what charities, voluntary and community groups and pressure groups do <p>Children should:</p> <ul style="list-style-type: none"> plan and undertake a simple fundraising project <p>Me and my community - Recycling project Children will learn:</p> <ul style="list-style-type: none"> more about the local community to value their environment <p>Children should:</p> <ul style="list-style-type: none"> be able to explain what can be recycled in their "local" recycling

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<ul style="list-style-type: none"> • recognise and respond appropriately to a wider range of feelings in others • talk about how to be a good friend • reflect on their friendships • describe how appropriate physical contact can be a sign of friendship/family love • explain what we mean by 'body space/personal space' • give reasons for respecting other people's body space • explain how to resolve differences by looking at alternatives, seeing and respecting others points of views and expanding choices <p>Emotions and feelings – Looking at pressure</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • what positively and negatively affects their physical, mental and emotional health • how to keep themselves happy and positive • understand that their bodies and brains are developing and changing • how to deal with feelings, how to cope with pressure <p>Children should:</p> <ul style="list-style-type: none"> • know who they can talk to if they are beginning to feel pressured <p>Anti Bullying</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) • to understand the different forms of bullying and explore why it occurs • who can help them and what to do if bullying occurs <p>Children should:</p> <p>be able to talk about feelings and know its ok to say yes, no, no you cant</p>	<ul style="list-style-type: none"> • be able to describe the short and long term effects of smoking, discuss their views about drugs and make safe decisions about drug-related situations • be able to ask for help or assistance <p>Decision making</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) <p>Children should:</p> <ul style="list-style-type: none"> • be able to describe the effects of smoking and how to make safe decisions • begin to understand the concept of a 'balanced lifestyle' <p>My Healthy Body- Exercise and a healthy lifestyle</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about the importance of fresh-air and going out in the sunshine • about keeping safe in the sun • about exercising and keeping the heart health 	<p>bins</p> <ul style="list-style-type: none"> • take part in a recycling project
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<p style="text-align: center;">Autumn 1 Health and Wellbeing</p>	<p style="text-align: center;">Spring 1 Living in the Wider World</p>	<p style="text-align: center;">Summer 1 Relationships</p>
<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>My new class Children will learn:</p> <ul style="list-style-type: none"> • how to contribute to the life of the classroom • about constructing and agreeing to follow group and class rules and to understand how these rules help us • about taking part in a democratic vote for the School Council <p>Children should:</p> <ul style="list-style-type: none"> • recognize how their behavior affects other people • develop their self esteem and self confidence • distinguish right from wrong • respect the civil and criminal law of England • respect for democracy and support for participation in the democratic processes <p>Keeping Myself Safe - Accidents and Prevention Children will learn:</p> <ul style="list-style-type: none"> • to recognise potential risks in different places at home, school and in outdoor places in the locality and how to behave responsibly, what to do and who to seek help from in emergencies • about types of behaviour and their consequences • to recognise their increasing independence brings increased responsibility to keep themselves and others safe • revisit road, water and rail safety • basic First Aid <p>Children should:</p> <ul style="list-style-type: none"> • deepen their understanding of risk by recognising, predicting and assessing risks in different situations including sensible road use and in their local environment and deciding how to manage them responsibly and to use this as an opportunity to build resilience • understand how to get help and who helps them <p>Internet Safety</p> <ul style="list-style-type: none"> • how to use Internet devices responsibly – protecting personal information, passwords, images, addresses • deepen understanding of the impact of cyberbullying • how to keep themselves safe on line • strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social 	<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>Me and my community Children will learn:</p> <ul style="list-style-type: none"> • more about what being part of a community means, and about the varied institutions that support communities locally and nationally <p>Children should:</p> <ul style="list-style-type: none"> • about how community facilities work <p>Children should:</p> <ul style="list-style-type: none"> • appreciate the range of national, regional, religious and ethnic identities in the United Kingdom • recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing • demonstrate that they can identify and respect the differences and similarities between people in their school and beyond • act responsibly for their behavior, show initiative and contribute positively to the lives of those living and working in the locality of the school and to society more widely • understand that the freedom to choose and hold faiths is protected in law • accept that other people have different faiths or beliefs to oneself, or have none and should not be the cause of prejudice or discrimination • understand the importance of identifying and combatting discrimination <p>Diversity Children will learn:</p> <ul style="list-style-type: none"> • about the groups that make up of our school and local community, about the religious and ethnic identities of groups throughout the UK • about the lives of people living in my community and other places, and people with different values and customs • dealing with prejudice including <u>racism</u> <p>Children should:</p> <ul style="list-style-type: none"> • appreciate the range of national, regional, religious and ethnic identities in the United Kingdom • recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing 	<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>Sex and Relationships Education Children will learn:</p> <ul style="list-style-type: none"> • about the main stages of growing up • what makes each age group different • basic facts about how their body will change from a child to an adult • about the importance of personal hygiene • to recognize and understand changing emotions as they grow up • to respect the fact that people change at different ages and to different degrees • about the difference between loving and liking • how we show we care for one another • about what to do when they fall out with someone they like or love • about acceptable and unacceptable physical contact and how to respond to unacceptable physical contact • to demonstrate respect for opinions of others when discussing sensitive issues <p>Children should:</p> <ul style="list-style-type: none"> • describe the main stages of growing up • describe the changes that happen when a child grows up • be able to recognize changes to their own bodies • understand the benefits of carrying out regular personal hygiene routines • know that bacteria and viruses can affect health and that following simple routines can reduce their spread • identify feelings and understand how they affect behavior • deepen understanding of good and not so good feelings • explore what to do when friendships break down • talk about when we like someone to sit beside us, to hold our hand, to hug us • recognise who to talk to if they have concerns, questions or worries <p>Persuasion and pressure – standing up to the persuaders Children will learn:</p> <ul style="list-style-type: none"> • to consider who the people are who influence us • to consider how people influence us and the language they use to begin • that their actions affect themselves and others • about being assertive and self confident in different situations <p>Children should:</p>

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<p>media, the responsible use of ICT and mobile phones)</p>		<ul style="list-style-type: none"> • to recognize the people they can trust • to understand that some people may try to persuade us to do things • review previous learning about risk and unsafe things • be able to demonstrate some basic techniques for resisting pressure • to think about how to say no assertively • give reasons for when we should/should not agree to keeping something confidential/secret • give examples of when it is right to change our minds, and when it is OK, or even really important, to break a confidence • describe how it feels to be asked to keep a secret we are unsure of or feel uncomfortable about • be able to demonstrate some basic techniques for resisting pressure
<p>Autumn 2 Relationships</p>	<p>Spring Term 2 Health and Wellbeing</p>	<p>Summer 2 Living the Wider World</p>
<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i> Healthy Relationships Children will learn:</p> <ul style="list-style-type: none"> • to understand that we live in a diverse world • about differences and similarities in people • to develop a respect for diversity within relationships, race, religions, sexuality, gender identity • to explore different types of relationships others have in more detail – friends, families, extended families, working, marriage, civil partnerships, divorced, separated, foster parents, adoptive parents, three or more generations together families etc • to explore how the right to be treated fairly is sometimes compromised and realise the nature of discrimination and be able to challenge it appropriately • that adults and children sometimes have to cope with changes in relationships – separation, divorce, bereavement <p>Children should:</p> <ul style="list-style-type: none"> • describe different types of relationships they have and know about • explain what makes friends and other people they care about (family or 'special people') important to them • understand that people have many different kinds of relationships but that they all have the same value and worth 	<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i> Keeping safe – Drugs Ed: Alcohol Children will learn:</p> <ul style="list-style-type: none"> • about risks they may face • which, why and how, commonly available substances and drugs (focus on alcohol) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others • about alcohol, attitudes to drugs and making safe decisions in situations involving drugs • to understand autonomy over their own body and how to protect themselves or recognize when others may need help • to learn basic strategies for resisting pressure to do things that are dangerous or make them feel uncomfortable <p>Children should:</p> <ul style="list-style-type: none"> • be able to describe what risk is and how this may affect decisions 	<p><i>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i> Financial Capability - Money and saving Children will learn:</p> <ul style="list-style-type: none"> • about the role money has in daily life and why we buy what we do • to be critical consumers • about saving and spending - how we pay for goods • how to keep track of personal money - how to plan and budget • the importance of saving – the role of banks and building societies • how borrowing and lending works • what taxation means <p>Children should:</p> <ul style="list-style-type: none"> • develop a sense of responsibility about earning and managing money and what it can buy. • develop a basic understanding of financial systems such a banking and tax

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- identify some ways in which relationships can be recognised, celebrated or 'marked' by people and society (for example through marriage/civil partnership, anniversaries, special days such as Mothers' Day)
- know how to see things from someone else point of view and respect differences
- talk about what can happen when things go wrong/change in relationships including friendships and families
- explain that sometimes relationships may change or end, that this is natural and often no one is to blame
- be able to identify who can help them with difficult feelings
- recognize and challenge stereotyping and prejudice

Emotions and feelings - Negotiation and Compromise

Children will learn:

- how our actions can affect ourselves and others
- about solving disputes and conflict through negotiation and appropriate compromise

Children should:

- explain how their actions or choices can hurt others on the outside and on the inside
- explain what we mean by 'negotiation' and 'compromise'
- explain steps that can be taken to restoratively solve problems where actions have impacted on others
- talk about our shared responsibility for our own and others' wellbeing and identify and demonstrate behaviours that show respect for self and others
- give examples of when they should never compromise

Anti Bullying

Children will learn:

- to explore the feelings of victims and bullies in different situations
- to know what makes them feel confident with people in difficult situations

Children should:

- realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours
- evaluate the impact on the target, perpetrator, family and others
- know its ok to say yes, no, no you can't, no I won't, don't, please stop etc
- explain why, where and how to get advice and help if they are/know someone who feels they are being bullied
- about the different kinds of discrimination that exist and the use of name calling or discriminatory language

- be able to describe the short and long term effects of alcohol, discuss their views about drugs and make safe decisions about drug-related situations

Decision making

Children will learn:

- how to make informed choices (including recognising that choices can have positive, neutral and negative consequences)

Children should:

- be able to describe the effects of alcohol and how to make safe decisions
- deepen their understanding of the concept of a 'balanced lifestyle'

My Healthy Body- Healthy eating and a healthy lifestyle

Children will learn:

- more about having a 'balanced lifestyle', in particular being able to make good food choices and the effects of making poor choices understanding labelling and packaging
- about the pressures of the media
- taking some responsibility for their choice

Me and the Wider Community - Where do things come from?

Children will learn:

- about sources of products and Fairtrade principles

Children should:

- be able to debate about ethics

Moving on

Children will learn:

- about the positive/negative emotions involved with 'moving on'– separa from friends, making new friends, new challenges etc

Children should:

- be able to express how they feel when they lose something or if things change(including moving home, losing toys, pets or friends moving etc.

MARINE PARK FIRST SCHOOL - Equality Impact Assessment

1. Name of the change, strategy, project or policy:	PSHCE POLICY		
2. Name of person(s) completing this form:	S. EASTON		
3. Has the policy/practice been assessed to consider any potential impact on the equality groups?			
<p>Yes – Our policy supports all young people to recognise their own worth, work well with others and become increasingly responsible for their own learning; to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. It also reflects our core Equality principles and helps pupils to find out about their responsibilities, rights and duties as individuals and members of communities; and to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. The school will fulfil its obligations to equality by approaching its practices in relation to PSHCE Education in a fair and consistent manner.</p>			
Where potential impact has been identified, please complete questions 5-9. If none is identified, please proceed to question 10.			
4. Equality Target Group (circle):	Negative impact – it could disadvantage	Reason	
Race Religion/belief Disability Gender Gender Reassignment Sexual Orientation Age Pregnancy/Maternity Marriage & Civil Partnerships	None identified		
5.		Yes	No
a) Is the impact legal/lawful? Seek advice from your School link HR Advisor if necessary.			
b) Is the impact intended?			
6. Does this action/policy/procedure attempt to meet the aims of the public sector equality duty? (this should feed into your Single equality scheme & action plan)		Yes, No, N/A	If yes, please provide details
Eliminate unlawful discrimination, harassment and victimisation			
Advance equality of opportunity between different equality groups			
Foster good relations between different equality groups			
7. If you have identified any negative impact, have you identified any ways of avoiding or minimising it?			
8. Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any negative impact on people?			
9. In light of all the information detailed in this form; what practical actions would you take to reduce or remove any negative impact?			

PART B) To be completed when assessment and consultation has been carried out

10.a) As a result of the assessment and consultation completed in Part A above, state whether there will need to be any changes made to the policy, project or planned action.
10.b) As a result of this assessment and consultation, does the school need to commission specific research on this issue or carry out monitoring/data collection

No

11. Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change?	Yes	x	No	
<p>The Governing Body will receive information periodically from the Headteacher regarding PSHCE which may inform policy and practice. This policy will be kept under periodic review.</p>				

