PSHE (Personal, Social and Health Education) Policy

(including Relationships and Health Education Statutory from September 2020, and our position on Sex Education)

Policy Lead	Rebecca Conway / Sophie Morgan
Member of leadership team with lead responsibility for oversight and update of policy	Richard Thorpe
Approved at SLT	July 2025
Approved at School Standards Committee	
Policy review cycle	Biannual
Next Policy review date	July 2027

Grange Park Primary School
Behaviour and Relationship Policy

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum should:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

The Importance of PSHE at Grange Park

Our children are at the centre of everything.

At Grange Park Primary School, Personal Social and Health Education (PSHE) runs through everything that we do and who we are. We strongly believe that PSHE underpins all aspects of everyday school life. Their safety, happiness and self-worth is paramount.

We pride ourselves in being an open, supportive community school. We strive to create positive relationships with families, the local community, outside agencies, and other local schools.

As educators, we promote the desire for our children to:
Be kind,
Be honest,
To show resilience,
To cooperate,
To respect,
To have aspirations,
To be positive;
and ultimately to become members of society who make a positive contribution to their community and the world they live in.

The teaching of PSHE helps to meet the national outcomes set out in The Education Act and Inspectors Act 2006 placed a requirement on schools to promote pupils' wellbeing (as identified in The Children's Act 2004) as well as their academic achievement. We are committed to promoting the health and wellbeing of pupils, and of the whole school community and fully recognise the important cyclical relationship between wellbeing and learning.

The National Curriculum Framework 2013 states specifically that 'all schools should make provision for PSHE, drawing on good practice.'

The Delivery of PSHE

As a school, we have chosen to follow the 'Jigsaw' Programme. This offers a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. An overview of the Jigsaw programme can be seen later in this document.

The Jigsaw Programme also supports the 'Personal Development' and 'Behaviour and Attitude' aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social and Cultural) development opportunities provided for our children.

Prior to teaching discreet PSHE lessons, staff ensure that all pupils are aware of the clear ground rules and confidentiality expectations due to the nature of discussions that may take place, particularly when they are working with real-life experiences that may affect pupils within the school.

We will ensure that, where pupils indicate they may be vulnerable or at risk, staff will follow school procedures, which include;

- Support from the Class Teacher or Adult
- Recording of incident in CPOMs
- Inform Designated Safeguard Lead's (DSL)
- Referral to the Emotional Literacy Support Assistant
- Contact Family Connect

We promote the needs and interests of all pupils irrespective of gender, culture, ability or aptitude by ensuring that pupils actively participate in PSHE lessons and have opportunities to discuss and clarify their feelings and beliefs in a supportive, non-judgemental environment.

Teaching will take into account the ability, age, readiness, and cultural backgrounds of our pupils and those with English as a second language to ensure that all can fully access PSHE education provision. In order to provide access to learning and to meet pupils' diverse needs, specific action will be taken by staff to:

- Create effective learning environments, providing for all pupils, including SEND, PPG and EAL.
- Differentiate tasks and materials as appropriate
- Use termly formative assessment to inform future learning.

Our PSHE programme promotes the values of kindness, honesty, resilience, cooperation, respect, positivity and aspiration. This is underpinned through the everyday ethos of school life. The programme aims to fulfil the requirements of the national curriculum whilst also addressing the social and cultural contexts of pupils in our school environment, giving an understanding of diversity and equality; equipping them with the tools they will need to become positive members of their community.

Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools.
DFE Guidance p.8

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in primary schools in England … as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focussing of family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."
Secretary of State Foreword, DfE Guidance 2019 p.4-5

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable sizes and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."
DfE Guidance 2019 p.8

"All schools must have in place a written policy for Relationships Education and RSE."
DfE Guidance p.11

Here at Grange Park Primary School, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are to empower them with a voice and equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw, and therefore our school, meets the statutory Relationships and Health Education requirements.

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool

- Behaviour and Discipline in Schools
- Equality Act 2010
- Schools SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative provision (statutory guidance)
- Mental Health and Behaviour in schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance
- Promoting Fundamental British Values as part of SMSC in schools

What do we teach, who teaches it and when?

Whole-school Approach
Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six puzzles (units) which are taught across the school; the learning deepens and broadens each year.

Term	Puzzle (unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding difference.
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, what do I want to become and what I could like to do for work and to contribute to society.
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise.
Summer 1:	Relationships	Includes understanding friendship. Family and other relationships, conflict resolution and communication skills, bereavement and loss.
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change.

At Grange Park Primary School, we allocate one lesson (one hour) to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Class teachers deliver the weekly lessons to their own classes, with the exception of the 'Changing Me' unit where 6 pieces are blocked in one week.

These explicit lessons are enhanced in many ways:
Assemblies, a whole-school praise and reward system, the Jigsaw Learning Charter, through focussing on building positive and meaningful relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Grange Park Primary Schools PSHE content overview (including Summative Assessment Statements – 'working at' level)

Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (Nursery and Reception)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6 (Year 1)	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe.	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles I can explain how I feel when I am successful and how this can be celebrated positively.	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples of when being healthy can	Belonging to a family Making friends/ being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships I can explain why I have special relationships with some people and how these	Life cycles – animal and human Changes in me Changes since being a baby Differences between male and female bodies (correct terminology) Linking growing and learning Coping with change Transition I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older.

		might make somebody feel.	I can say why my internal treasure chest is an important place to store positive feelings.	help me feel happy.	relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people they I appreciate and behaviours that I don't like.	I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can explain why some changes I might experience might feel better than others.
Ages 6-7 (Year 2)	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings I can explain why my behaviour can impact on other people in my class.	Assumptions and stereotypes about gender Understanding bullying Stand up for self and others Making new friends Gender diversity Celebrating difference and remaining friends I can explain that sometimes people get bullied because they are seen to be different; this	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success I can explain how I played my part in a group and the parts other people played to create an end product.	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. I can compare my own and my friends' choices	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships I can explain why some things might make me feel uncomfortable in a relationship and compare this with	Lifecycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition I can use the correct terms to describe penis, testicles, anus, vagina, vulva and

	I can compare my own and my friends' choices and can express why some choices are better than others.	might include people who do not conform to gender stereotypes I can explain how it feels o have a friend and be a friend. I can also explain why it is OK to be different from my friends.	I can explain how our skills complement each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work.	and can express how it feels to make healthy and safe choices.	relationships that make me feel safe and special. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.	explain why they are private. I can explain why some types of touches feel OK and others don't. I can tell you what I like and don't like about being a boy/ girl and getting older and recognise that other people might feel differently to me.
Ages 7-8 (Year 3)	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives I can explain how my behaviour can affect how others feel and behave.	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments I can describe different conflicts that might happen in family or	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting I can explain the different ways that help me learn	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important - online and offline scenarios Respect for myself and others Healthy and safe choices I can identify things, people and places that I need to keep safe from and can tell you	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition I can explain how boys' and girls' bodies change on the inside/ outside during the growing up

	I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.	friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation e.g. Solve it Together or asking for help.	and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.	some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services. I can express how being anxious/ scared and unwell feels.	I can explain how my life is influenced positively by people I know and also people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know.	process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.
Ages 8-9 (Year 4)	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour I can explain why being listened to and listening to others is important in my	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions I can tell you a time when my first impression of someone changed	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and have	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear	Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends Showing appreciation to people and animals I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.

	school community. I can explain why being democratic is important and can help me and others feel valued.	as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.	a positive attitude.	associated with peer pressure.	me manage my feelings when missing a special person or animal.	I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.
Ages 9-10 (Year 5)	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour I can explain different roles that food and substances can play in people's lives, I can also explain how people can	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers on online grooming SMARRT internet safety rules I can compare different types of friendships and the feelings	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition I can explain how boys and girls change during puberty and why looking after myself physically

	school and wider community a fair place. I can explain how the actions of one person can affect another and five examples of this from school and a wider context.	others if we become involved (directly or indirectly) in a bullying situation. I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.	another culture and explain how this makes me feel.	develop eating problems (disorders) relating to body image pressures and how alcohol misuse in unhealthy. I can summarise different ways that I respect and value my body.	associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	and emotionally is important. I can also summarise the process of conception. I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.
Ages 10-11 (Year 6)	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/ exclusion Difference as a conflict	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction

	Democracy, having a voice Anti-social behaviour Role-modelling I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with others in my community and globally and explain how this can influence the choices I make.	Difference as a celebration Empathy I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.	Recognising achievements Compliments I can explain different ways to work with others to help make the world a better place. I can explain what motivates me to make the world a better place.	I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.	Taking responsibility with technology use I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.	Respect and consent Boyfriends/ girlfriends Sexting Transition I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.

PSHE objective
Social and Emotional Development Objective

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and physical and emotional maturity of the pupils. However, 'Sex Education is not compulsory in primary schools" (p.23).

At Grange Park Primary School, we believe children should understand the facts about human reproduction before they leave primary school.

We define Sex education as including physical and sexual development, growth and change, puberty, human reproduction, pregnancy and childbirth and child development and parenting.

We intend to teach this through different aspects of the curriculum and carry out the main RSE teaching in our PSHE curriculum. We also teach RSE through other subject areas (e.g. Science, P.E. and R.E.), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with R.E. children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Teachers can choose to teach RSE following the usual weekly format or, if felt more beneficial, as a block of sequential lessons over a week.

Parents' right to request their child be excused from Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance (p.17)

At Grange Park Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE programme in the 'Changing Me' puzzle (unit). We conclude that sex education refers to Human Reproduction and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this, for example:

Year 4, Changing Me, Lesson 2 – Having a baby
Year 5, Changing Me, Lesson 4 – Conception
Year 6, Changing Me, Lesson 4 – Conception and birth

The school will inform parents of this right by letter.

Additional PSHE tought throughout school

Autumn	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
On Going	Grange Park Glue: Proud to Shine (Grange Park motto) Grange Park Values (words on the wall) SMART code STOP bullying Picture News – based on current affairs / British Values focus							
	Play leaders Assemblies (Safeguarding, Remembrance and Jigsaw Being in My World and Celebrating Difference) Sharing books (celebrating diversity) Safeguarding board – Grange Park Guardians Morning check-ins Stay and Play (Health visitor, PCSO car seat safety, Emma from Healthy Families Team)							
Curriculum Jigsaw		Autumn 1 - Being Me In My World Autumn 2 – Celebrating difference						
EYFS area/s?		Visit from dental nurse about brushing teeth effectively						
Cross Curricular links	**Now Press Play** Me and My Community: Exploring Autumn		**Now Press Play** Celebrating Difference, We are all different: Anti-Bullying	**Now Press Play** Celebrating Difference: Anti-Bullying	**Now Press Play** Anti-Bullying	**Now Press Play** Anti-Bullying	**Now Press Play** Anti-Bullying	**Now Press Play** Anti-Bullying Maafa -prejudice and discrimination; Diversity and Multiculturalism

Enhancements	World Mental Health Day (October)	Activities linked to World Mental Health Day What is mental health? What is good and bad mental health?							
	Black History Focus		Rosa Parks	Mary Seacole	Nelson Mandela	Windrush	Sports Men and Women	Martin Luther King	Slave Trade
	Anti Bullying week (October)		Activities linked to Anti-Bullying week					LoudMouth – Bully 4 U	
	Safety	Firework safety Road safety week	Firework safety Road safety week	Firework safety Road safety week	Firework safety Road safety week	Firework safety Road safety week	Firework safety Road safety week	Firework safety Road safety week	Firework safety Road safety week Bikeability
	Remembrance (November)	Remembrance Day poppy biscuits	Silhouette art	Significance of the red poppy	3D Remembrance Fact File (Twinkl)	Evacuees – Get Packing! RBL resource	Different coloured poppies / Role of animals	Remembrance Day Timeline (Twinkl)	Countries of the Alliances
		RBL Key Stage 1 100 Years of Remembrance Assembly 2024				RBL Key Stage 2 100 Years of Remembrance Assembly 2024			
	Children in Need (November)								
	Careers							Raising Aspirations programme	

Spring	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
On Going	**Grange Park Glue:** Proud to shine (motto) GP Values (words on the wall) SMART code STOP bullying Picture News – based on current affairs / British Values focus							
	Play leaders Assemblies (Safeguarding, Remembrance and Jigsaw Being in My World and Celebrating Difference) Sharing books (celebrating diversity) Safeguarding board – Grange Park Guardians (Jemma) Morning check ins Stay and Play (Health visitor, PCSO car seat safety, Emma from Healthy Families Team)							
Curriculum Jigsaw		Spring 1 – Dreams and Goals Spring 2 – Healthy Me						
EYFS area/s?								
Cross Curricular links		Healthy Me – Personal Hygiene	**Now Press Play** Healthy Me: Healthy Living **Now Press Play** Online Safety	**Now Press Play** Healthy Me: Healthy Living **Now Press Play** Online Safety	**Now Press Play** Online Safety	**Now Press Play** Online Safety	**Now Press Play** Online Safety Healthy Me - First Aid	**Now Press Play** Online Safety
Enhancements	**NSPCC Speak Out Stay Safe (January)**		NSPCC PANTS Rules	NSPCC Speak Out Stay Safe	NSPCC Speak Out Stay Safe	NSPCC Speak Out Stay Safe	NSPCC Speak Out Stay Safe	NSPCC Speak Out Stay Safe	NSPCC Speak Out Stay Safe
	Protected characteristics					Picture News - Protected characteristics webinar	Picture News - Protected characteristics webinar	Picture News - Protected characteristics webinar	Picture News - Protected characteristics webinar
	Safety			First Aid	RNLI Water Safety (Maestro Coastline)	First Aid Fire Service visit (fire safety)		Snap Theatre Production (CSE) First Aid	
						Dogs Trust visit (dog safety)			
	Enterprise			Money jar	Where does money come from? (Linked to WRM money unit)				Dreams and Goals (Piece 4 raising money for a chosen charity)

Summer		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
On Going		Grange Park Glue: Proud to shine (motto) GP Values (words on the wall) SMART code STOP bullying Picture News – based on current affairs / British Values focus							
		Play leaders Assemblies (Safeguarding, Remembrance and Jigsaw Being in My World and Celebrating Difference) Sharing books (celebrating diversity) Safeguarding board – Grange Park Guardians (Jemma) Morning check ins Stay and Play (Health visitor, PCSO car seat safety, Emma from Healthy Families Team)							
Curriculum Jigsaw			Summer 1 – Relationships Summer 2 – Changing Me						
EYFS area/s?									
Cross Curricular links				Now Press Play Relationships: Healthy Relationships	Now Press Play Relationships: Healthy Relationships	Now Press Play Relationships: Healthy Relationships	Now Press Play Relationships: Healthy Relationships	Now Press Play Relationships: Healthy Relationships	Now Press Play Relationships: Healthy Relationships Now Press Play Changing Me: Transition
		Rail Safety Week – Safe relationships, friendships and keeping safe							
	Safety		RNLI Water Safety visit				Pedestrian training		Loudmouth Helping Hands CSE
	Rail Safety Week (June)	Travels with Suzie				For Every Journey			
		Sign spotter Ready, check, Go! song	Recap Nursery lessons Sound spotter	Recap Reception lessons Station Master Ready, Check, Go!	Recap Year 1 lessons Decision Maker Safe Traveller	(Aged 7-9 learning outcomes) Are you switched on and safe? Do you know the signs? Switched on scenarios	(Aged 7-9 learning outcomes) Whose switched off? We're working switched on When Rodrigo switched off Whose switched on for their next journey?	(Aged 9-11 learning outcomes) Are you switched on and safe? Do you know the signs? Switched on scenarios	(Aged 9-11 learning outcomes) Whose switched off? We're working switched on When Rodrigo switched off Whose switched on for their next journey?

		Introduction EYFS and KS1 class assembly, including terminology				Introduction Y3 and 4 class assembly, including terminology		Introduction Y5 and 6 class assembly, including terminology	
	Pride Month (June)	Book focus And Tango Makes Three book (two male penguins who adopt an egg)	Book focus: Little People Big Dreams book	Book focus: Little People Big Dreams	Book focus: The Pirate Mums	Book focus: Julian is a Mermaid	Book focus: One More Day Until Pride	Book focus: 'Twas the Night Before Pride Picture book focusing on Stone Wall Riots, Aids marches and getting to be yourself	Book focus: That's So Gay Twinkl book and discussion cards
			Elton John	Ru Paul	Alex Scott MBE (football)	Nicola Adams OBE	Freddie Mercury	Gilbert Baker (invented the rainbow flag and what each colour represents)	Alun Turing (cracked the Enigma code in WW2)
	Enterprise (Summer 2)	Each year group has a £50 budget and decides on their product to sell.							

Generic for whole school

- Project Evolve – E-Safety lessons
- Daily check-ins with all children by class teacher and additional with ELSA
- Anti-Bullying Week – Odd Socks Day
- Mental Health -Wear Yellow- day
- Children in Need
- Red Nose Day
- Remembrance Day
- Black History Month
- Each year group to focus on a key individual from history (TBC)
- LGBTQ+.
- Promotion of healthy lifestyles and a healthy mindset

Mental health awareness and the promotion of good mental health is a major part of the PSHE curriculum at Grange Park. It is addressed as part of the curriculum in each year group, with a focus on well being themes such as being different, resilience, perseverance, loneliness and growth mindset. Opportunities are regularly taken to highlight links between healthy lifestyle and a healthy mindset. These themes form the core values promoted and celebrated at Grange Park.

Assessment, Monitoring and Review

Assessment, recording and reporting in PSHE is based on:

- Termly recording of progress and attainment using professional teacher judgement
- Planning and discussion with teachers to ensure continuity and progression.
- Talking to children.
- A sample of books from across the Key Stages will be monitored by the PSHE Co-ordinators, in-line with the school Monitoring Policy.
- An annual report to parents, indicating individual progress made
- Governors and SLT scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Home Involvement

We are committed to working alongside parents and carers. We will offer support by making our policy available on our school website, ensuring that parents are encouraged to raise questions regarding PSHE with staff members, and that staff are approachable.

This policy is reviewed biannually.