



Personal Social Health Economic (PSHE) education policy

December 2019

1. Principles and Rationale

Our personal, social, health, economic (PSHE) education programme promotes children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

At Woodlands Academy, children's wellbeing, happiness and safety are our priority, and PSHE is the key vehicle through which we share this with children. We regard PSHE as an important, integral component of the whole curriculum; it is central to our approach and at the core of our ethos.

Our PSHE curriculum is broad and balanced, ensuring that it:

- ◆ Promotes the spiritual, moral, social, cultural, mental and physical development of our children and of society;
- ◆ Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life;
- ◆ Provides information about keeping healthy and safe, emotionally and physically;
- ◆ Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

1. Aims

For children to:

Health & Wellbeing

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency.
- Know how to manage change, including puberty, transition and loss.

Living in the Wider World

- Know the importance of responsible behaviours and actions.
 - Be responsible and independent members of the school community.
 - Be positive and active members of a democratic society.
 - Know about the importance of respecting and protecting the environment.
-

- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Develop an understanding of the importance of charity.

Relationships and Growing up

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.
- Know how to respect equality and diversity in relationships.

2. PSHE and our school values

Relationships at Woodlands Academy are based on an atmosphere of trust and respect for everyone. Our 4 school values underpin the relationships within school: Respect, Self-Belief, Determination and Tolerance.

RESPECT – it's mutual, it's reciprocal. If we give it, then we should receive it.

SELF-BELIEF – we always encourage our pupils to believe in themselves. Give everything a go!

DETERMINATION – if you want it, you can get it! Work hard, have passion and you will get there!

TOLERANCE – we live in a wonderful community at Woodlands. For us to live peacefully and happily, we must celebrate each other; both our similarities and differences.

Children are encouraged to develop good relationships with their peers and all staff and to take responsibility for their own behaviour. All staff provide very good role models for children and work hard to promote a safe, happy environment. The children have an active School Council where two children from each class are elected to represent the views of their class and feedback in meetings.

Through PSHE and other subject areas, we teach and promote **British values: Democracy, Rule of the law, Individual liberty and Respect and tolerance.**

3. Organisation and delivery of PSHE and emotional wellbeing /mental health

PSHE is delivered within a whole school approach which includes:

- ◆ Dedicated curriculum time (once a week for a minimum of 40 minutes)
- ◆ Teaching PSHE through and in other subjects/curriculum areas
- ◆ Circle Time (once a day for 10-15 minutes, usually after lunchtime)
- ◆ Specialised assemblies (launch/end of unit, themed weeks/days)
- ◆ PSHE activities and school events e.g. Friendship days, antibullying week, e-safety week, road safety week etc.
- ◆ Pastoral care and guidance
- ◆ Visiting speakers –workshops

At Woodlands Academy, we use the **Ealing Scheme of Work** (see Appendix 1) which is a structured, whole-curriculum framework with resources for teaching social, emotional and behavioural skills to children. The scheme of work is based on 3 units of work throughout the year and progression can be seen throughout the school based on content. The current PSHE objectives for Reception through to Year 6 can be found in Appendix 1.

At the start of each PSHE lesson, children are reminded of the British values and important terms underpinning PSHE lessons using the acronyms below:

<u>PSHE</u>	<u>PANTS rule (linked to NSPCC pantosaurus)</u>	<u>ROCK rule for ground rules in PSHE lessons/ circle time</u>
Personal Social Health Economic	Privates are private Always remember your body belongs to you, No means no, Talk about secrets that upset you, Speak up someone can help	Respect Openness Confidentiality Kind

NOTE: From September 2018 we will be part of an Ealing FGM project, which will involve Ealing health improvement team specialists coming in to deliver lessons and provide training to staff and workshops for parents on keeping children safe. Therefore, lesson objectives for Summer term may vary for these sessions (See Appendix 1- Summer term).

Emotional Wellbeing and Mental Health

At Woodlands Academy, we are committed to supporting the emotional health and wellbeing of our pupils and staff.

We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is important and that we all have a role to play.

At our school we:

- help children to understand their emotions and feelings better. Children use the Zones of Regulations to say how they are feeling.
- help children feel comfortable sharing any concerns or worries. Children can speak to an adult or use the worry box to write down their concerns.
- help children socially to form and maintain relationships.
- promote self-esteem and ensure children know that they count.
- encourage children to be confident and 'dare to be different'
- help children to develop emotional resilience and to manage setbacks.

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging.

- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect.
- Access to appropriate support that meets their needs

We pursue our aims through:

- Universal, whole school approaches
- Support for pupils going through difficult times

Teaching about Mental Health and emotional wellbeing

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we're teaching but we will also use the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner. This year we are working with the charity 'Our Time' to deliver lessons on mental health and wellbeing. Children are aware of the 5 ways to wellbeing and in school we have a Wall of Wellbeing to remind everyone of how to look after our wellbeing.

The 5 ways of wellbeing are:

- Connect: spend time with people around you.
- Be active: do regular exercise to keep fit and lift your mood.
- Take notice: be curious about your environment and enjoy every moment.
- Give: do something nice someone else.
- Keep learning: try something new, challenge yourself or find out something new.

Targeted support

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- ☐ Circle time approaches or 'circle of friends' activities.
- ☐ Managing feelings resources e.g. 'worry boxes'
- ☐ Primary Group Work/Mental health and wellbeing nurture groups
- ☐ Therapeutic activities including art, Lego and relaxation and mindfulness techniques.

The school will make use of resources to assess and track wellbeing as appropriate including:

- o Strengths and Difficulties questionnaire
- o The Boxall Profile

Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support.

Identifying needs and Warning Signs

School staff may also become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the designated child protection and safeguarding officer or the emotional wellbeing lead as appropriate.

Possible warning signs include:

- ☐ Changes in eating / sleeping habits
- ☐ Becoming socially withdrawn
- ☐ Changes in activity and mood
- ☐ Talking or joking about self-harm or suicide
- ☐ Expressing feelings of failure, uselessness or loss of hope
- ☐ Repeated physical pain or nausea with no evident cause
- ☐ An increase in lateness or absenteeism

Working with Parents

In order to support parents, we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website
- Share and allow parents to access sources of further support e.g. through parent forums.
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their child.
- Make our emotional wellbeing and mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children.
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.

Working with other agencies and partners

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing including:

- The school nurse
- Educational psychology services
- Behaviour team at Ealing Primary Behaviour Service
- Paediatricians
- CAMHS (child and adolescent mental health service)
- Family support worker

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep students safe.

Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

4. Staff and external visitors

The class teacher will teach all PSHE lessons. To support PSHE education at Woodlands Academy, we may invite in external speakers for visits/ workshops related to the curriculum content and age appropriate.

- Visitors are invited to the school because of an expertise or contribution they can make;
- All visitors are familiar with and understand the school's PSHE policy and work within it
- All visitors are familiar with and understand the school's confidentiality policy and work within it
- All input to PSHE lessons is part of a planned programme and negotiated and agreed with staff in advance.
- All visitors are always supervised/supported by a member of staff.
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

5. Assessment and recording

The very nature of PSHE means that careful consideration should be given to the best means of recording. It is important for teachers to capture progress and attainment in the knowledge, understanding, skills and attributes PSHE strives to develop. Children are informally assessed by staff throughout their work and the reports given to parents will reflect this.

For assessing what a child's starting point is in terms of their existing knowledge, skills, attitudes and beliefs, they should do a **baseline activity** (usually in the form of a mind map). The teacher will then use this to inform/ adapt planning to suit the needs of the children and then at the end of the unit, the children should use a different colour to add to their baseline mind map, which allows pupils to demonstrate the progress they have made throughout the unit. Teachers will also assess children using a set of '**I can**' statements for each term, giving an overview of their understanding throughout the year.

Recording of work will be in a form appropriate to the planned focus and evident in planning. Written work may not always be appropriate, and staff will use their professional judgment in this. Written work will be recorded in topic books, with the date, learning objective and PSHE in the margin. It is expected that within a half term, there is at least 3 written pieces of PSHE work recorded in books. Following any workshop related to PSHE, children will do a piece of written work to reflect what they learnt from the workshop, maybe accompanied with photos from the workshop.

Evidence of PSHE can be in a variety of forms:

- Photographs of group activities
- Post it notes of verbal feedback/conversations
- Mind maps
- Storyboards
- Videos
- Longer written pieces- diary entries, letters, booklets, presentation of research using ICT.

A shared class portfolio is to be created for each of the 3 units throughout the year: Health and Wellbeing, Living in the Wider World and Relationships. These portfolios are personalised by the class and reflect learning in PSHE lessons and workshops/ visits. The portfolio evidences pupil voice and gives children the opportunity to share their learning with the rest of the school, staff and parents/carers during the end of unit assemblies in a creative way. These portfolios are then on display in the foyer for visitors to read.

6. Classroom environment

In each classroom there is a Calm Zone, which is a space that can be used if a child needs some time away from the class to regroup, refocus and centre themselves back into what you are teaching and what they are learning. The calming zone is also an opportunity to de-escalate a situation and manage the whole class, while the child has time to calm down by reflecting on their actions and consider their emotions/ how they are feeling.

A calm zone will have:

- Soft furnishings/comfortable private space (e.g., rug/beanbag/tent/pillows/reading area)
- Physical tactile resources to help the child to calm down (e.g. stress balls, Lego, playdough, colouring in sheets)
- Visual calm down strategies displayed for the child to read.
- Inspiring positive posters to boost self esteem
- Visual timer to set a time to think and then discuss it with the adult in the classroom

Teachers create a nurturing and safe environment where children feel confident to talk to an adult about anything that is worrying them. Each class has a **worry box** which a child can use to write or draw something they are worried about, either with their name or anonymously. The class teacher will check the worry box at the end of everyday and discuss the worry with the child the following day if a name is provided, or generally discuss and deal with the issue during circle time if it is anonymous. In the instance that a worry shared leads a disclosure, the teacher will follow school practice and raise the concern with the child protection officer in school (HR) or deputy (HC).

7. School/ parent partnerships

At Woodlands Academy, we value the importance of parental support and parental involvement in PSHE education. In raising the profile of PSHE in the school, children will share their learning with parents/carers at home. An openness about the curriculum content that is taught is important to us and curriculum maps give parents the opportunity to see what their child is learning in PSHE. As the subject of PSHE covers sex and relationships (called Relationships and Growing up education), drugs and

alcohol, mental health and more, parents often have strong views on these subjects. It is right to listen to the voices of those who are concerned and to have meaningful dialogue with and involvement from parents on PSHE content.

We share learning from units of work in our class portfolios, which are available in the foyer area of the school and during end of unit assemblies attended by parents to celebrate and share work. The Relationships and Growing up policy are available for parents to read and we give parents the opportunity to attend workshops to view content of these Relationships and Growing up sessions in Summer term. (See Relationships and Growing up policy)

The school will liaise with parents about PSHE through:

- Workshops
- Newsletters- with a section on PSHE and School Council
- School website

8. Child protection and confidentiality

In forming this policy, we use the Ealing Healthy schools Confidentiality and Child Protection policy (Appendix 2). This is to ensure that:

- Ground rules are made clear in lessons.
- pupils and parents/carers are aware of the schools' confidentiality policy and how it works in practice
- pupils know that their best interests will be maintained
- pupils are encouraged to talk to their parents/carers and given support to do so
- pupils know that teachers cannot offer unconditional confidentiality
- pupils are reassured if confidentiality has to be broken, they will be informed first and then supported appropriately
- child protection procedures are followed if there is any possibility of abuse and support is put in place

Appendix 1- Curriculum content objectives from Ealing Scheme of Work

Appendix 2- Confidentiality guidance from Ealing

Policy written by: Lauren Moxom (PSHE Subject Lead)
Policy to be renewed: Autumn 2020

APPENDIX 1:

AUTUMN- HEALTH AND WELLBEING:

Nursery

1	2	3	4	5	6
To identify people in my class and how they are similar or different.	To identify people in my class and how they are similar or different.	To identify people in my class and how they are similar or different.	To recognise achievements	To recognise achievements	To recognise achievements
7	8	9	10	11	12
To play with other children.	To play with other children.	To play with other children.	To identify how to keep clean and healthy.	To identify how to keep clean and healthy.	To identify how to keep clean and healthy.

Reception

1	2	3	4	5	6
To identify people in my class and how they are similar or different.	To identify people in my class and how they are similar or different.	To identify people in my class and how they are similar or different.	To set goals	To set goals	To set goals
7	8	9	10	11	12
To explain how to be kind to others	To explain how to be kind to others	To explain how to be kind to others	To identify how to keep clean and healthy.	To identify how to keep clean and healthy.	To identify how to keep clean and healthy.

Year 1

1	2	3	4	5	6
Goal setting assembly To set a goal	To understand how to keep teeth healthy	To understand how teeth change as we grow up	To understand the importance of food	To discuss a variety of food	To explore when and how to take medicines safely
7	8	9	10	11	12
To understand why voting is important.	To be able to identify different behaviours which might be bullying	Anti-bullying week	To identify a range of emotions	To understand positive and difficult emotions.	To understand positive and negative emotions.

Year 2

1	2	3	4	5	6
Goal setting assembly To set a goal	To identify healthy snack options.	To be able to recognise and name the 5 groups from the Eatwell plate	To understand the benefits of eating at least 5 portions of fruit and vegetables.	To identify how to keep safe around hazardous substances	To understand the harmful effects of smoking
7	8	9	10	11	12
To understand how the UK parliament is formed.	To identify what bullying is and how it makes people feel.	Anti-bullying week	To understand conflict	To explain what to do when conflict escalates.	To explain how to resolve conflict

Year 3

1	2	3	4	5	6
Goal setting assembly To set a goal	To understand what food groups make up meals.	To explain how food choices can contribute to tooth decay	To define and categorise drugs	To understand the effects of passive smoking	To understand the impact of caffeine

7	8	9	10	11	12
To explain why democracy is important	To developing an awareness and definition of bullying and unkindness.	Anti-bullying Week	To explore ways of resolving conflict.	To explore ways of resolving conflict.	To understand what to do is a conflict escalates

Year 4

1	2	3	4	5	6
Goal setting assembly To set a goal	To understand that food gives us energy	To understand the importance of nutrients	To understand the effects of smoking	To understand the negative effects of smoking	To understand the risks associated with drinking alcohol

7	8	9	10	11	12
To explain the importance of asking questions.	To developing an awareness of the role of victims, bullies and bystanders.	Anti-bullying Week	To understand that not everything online is trustworthy.	To make decisions on what they trust online using agreed criteria	To understand how images are manipulated online.

Year 5

1	2	3	4	5	6
Goal setting assembly To set a goal	To review a day's menu and provide feedback on how it can be improved	To explain the function of nutrients and fibre	To explain the reasons it is important to keep hydrated.	To explain that different types and portions of foods and drinks provide different amounts of energy.	To identify and interpret information on food labels.

7	8	9	10	11	12
To explore the concept of fairness and how people decide what is fair and unfair.	To explore how and why people are excluded	Anti-bullying	To explore the risks and effects of legal and illegal drugs.	To challenge misconceptions about drug use	To know that there are a range of strategies to resist peer pressure

Year 6

1	2	3	4	5	6
Goal setting assembly To set a goal	To recap how to keep ourselves healthy	To explain some of the health benefits of being active.	To understand the effects of alcohol	To understand the effects of alcohol	To understand the risks associated with cannabis and volatile substance abuse

7	8	9	10	11	12
To understand how a parliamentary debate takes place in the House of Commons.	To explore ways in which human beings are similar and different	Anti-bullying	To understand what trust means when online	To know what to do if they have any concerns about something they experience online	To understand the concept of appearance ideals

SPRING- LIVING IN THE WIDER WORLD

Nursery

1 To learn how to keep myself safe	2 To learn how to keep myself safe	3 To celebrate being similar and different.	4 To celebrate being similar and different.	5 To understand how we are all different	6 To understand how we are all different
--	--	---	---	--	--

7 To understand how to stay safe online	8 To understand how to stay safe online	9 To identify and understand basic feelings	10 To identify and understand basic feelings	11 To identify and understand basic feelings	12 To fundraise for a charity
---	---	---	--	--	---

Reception

1 To learn how to keep myself safe	2 To learn how to keep myself safe	3 To understand feeling proud	4 To understand feeling proud	5 To understand differences	6 To understand differences
--	--	---	---	---------------------------------------	---------------------------------------

7 To understand how to stay safe online	8 To understand how to stay safe online	9 To identify and understand basic feelings.	10 To identify and understand basic feelings.	11 To fundraise for a charity	12 To fundraise for a charity
---	---	--	---	---	---

Year 1

1 Launch event To choose a charity to fundraise for	2 To sort wants and needs	3 To explore boy and girl needs and wants	4 To celebrate being me	5 To plan a fundraising event	6 End event To hold and evaluate fundraising event
---	-------------------------------------	---	-----------------------------------	---	--

7 To teach children about personal information	8 To teach children about personal information	9 To identify places and people who make me feel safe.	10 To explain what a safe and inviting classroom looks like.	11 To identify how to keep safe at home	12 To understand 'bad' secrets.
--	--	--	--	---	---

Year 2

1 Launch event To choose a charity to fundraise for	2 To plan a fundraising event	3 To explore needs and wants	4 To understand life in different countries	5 To explore how life in different around the world	6 End event To hold and evaluate fundraising event
---	---	--	---	---	--

7 To understand what personal information is	8 To understand who to trust online	9 To explain how to keep safe around fire hazards	10 To identify the risks associated with fire	11 To explore gender stereotypes.	12 To explore gender stereotypes.
--	---	---	---	---	---

Year 3

1	2	3	4	5	6
To choose a charity to fundraise for	To plan a fundraising event	To understand the rights of a child	To understand the link between being paid to do a job and having money to spend.	To make consumer choices and explain their decisions.	To hold and evaluate fundraising event

7	8	9	10	11	12
To understand how to stay safe online	To understand how to stay safe online	To explain how to keep safe when walking on roads	To explain how to keep safe when walking on roads	To explore gender stereotypes	To explore gender stereotypes

Year 4

1	2	3	4	5	6
To choose a charity to fundraise for and to plan a charity event	To understand what we spend money on	To understand ways to save and the benefits of saving	To understand the water crisis around the world.	To understand the water crisis around the world.	To hold and evaluate fundraising event

7	8	9	10	11	12
To identify and resist pressurising and manipulative behaviour	To understand how a child's online actions can affect others	To explain how to keep safe around water	To explain how to keep safe around water	To understand how stereotypes can label people	To understand how stereotypes can label people

Year 5

1	2	3	4	5	6
To choose a charity to fundraise for and to plan a charity event	To understand deductions from payslips	To understanding budgeting	To understand reasons for migration.	To explore migration.	To hold and evaluate fundraising event

7	8	9	10	11	12
To understand content which may be appropriate or inappropriate to share online	To identify appropriate people to turn to for help	To understand how to keep safe when cycling.	To understand how to keep safe when cycling.	To understand gender stereotypes.	To understand gender stereotypes.

Year 6

1	2	3	4	5	6
To choose a charity to fundraise for and to plan a charity event	To know there are a range of salaries for different jobs.	To understand 'value for money'.	To understand stereotypes associated with homelessness	To understand hidden homelessness	To hold and evaluate fundraising event

7	8	9	10	11	12
Identify different tactics someone might use to manipulate another person online	Explain what to do if someone tries to pressure or manipulate them	To begin to identify risks and risky behaviour	To begin to identify risks and risky behaviour	To challenge gender stereotypes	To challenge gender stereotypes

SUMMER- RELATIONSHIPS AND GROWING UP:

Nursery

- ☐ To explore the feeling of loss
- ☐ To explore feeling lonely
- ☐ To identify important people in our lives
- ☐ To identify special people in our lives
- ☐ To explain why we have friends
- ☐ To identify the qualities of a good friend
- ☐ To identify what makes us happy or sad
- ☐ To identify basic ways to use medicine correctly
- ☐ To explain how to manage difficult feelings

Reception

- ☐ To understand the terms fair and unfair and identify what is fair and unfair
- ☐ To understand how we can keep ourselves clean
- ☐ To identify what it is important to keep ourselves clean
- ☐ To explore different types of families
- ☐ To identify special people in our lives and explain why these people are special
- ☐ To begin to break gender stereotypes
- ☐ To begin to challenge gender stereotypes
- ☐ To explain how to use medicine safely
- ☐ To identify how things can change
- ☐ To begin to prepare for change
- ☐ To explain why change is good

Year 1

- ☐ To identify the qualities of a good friend
- ☐ To explain what a compliment is and why it is important
- ☐ To recognise our achievements
- ☐ To identify places and people who make me feel safe.
- ☐ To explain why these places and people make us feel safe
- ☐ To explain why good friends are important and explore how to make new friends
- ☐ To understand what 'bad' secrets are
- ☐ To explain how to keep ourselves clean Link to RSE
- ☐ To explain why it is important to keep clean Link to RSE
- ☐ To explain how we have changed since we were born Link to RSE
- ☐ To explore different types of families Link to RSE

Year 2

- ☐ To identify the qualities of a good friend
- ☐ To explain how to keep ourselves safe Link to PANTS rule
- ☐ To understand that they have the right to say "no" to unwanted touch Link to RSE
- ☐ To identify differences between males and females Link to RSE
- ☐ To explore some of the differences between males and females and to understand how this is part of the lifecycle Link to RSE
- ☐ To focus on difference and naming body parts Link to RSE
- ☐ To understand what pride is and identify what makes us proud
- ☐ To explain why it is important to feel proud
- ☐ To explain what makes us proud of other people
- ☐ To understand what makes a good friend
- ☐ To identify how we can be a good friend to others

Year 3

- ☐ To identify the qualities of a good friend
- ☐ To explore the differences between males and females and to name the body parts Link to RSE

- ☐ To consider touch and to know that a person has the right to say what they like and dislike [Link to RSE](#)
- ☐ To explore different types of families and who to go to for help and support [Link to RSE](#)
- ☐ To identify positive thoughts and how positive thoughts can affect us
- ☐ To explore the concept of self-talk and identify how this can help us
- ☐ To identify what makes a healthy relationship and explain what makes a good friend

If covering FGM lessons:

- ☐ To know you can say no to bad touch ☐ To understand that FGM is not a rite of passage

If you are NOT covering FGM lessons:

- ☐ To understand what dementia is and how it is related to memory

Year 4

- ☐ To identify the qualities of a good friend
- ☐ To explore the human lifecycle [Link to RSE](#)
- ☐ To identify some basic facts about puberty [Link to RSE](#)
- ☐ To explore how puberty is linked to reproduction [Link to RSE](#)
- ☐ To understand a growth mind-set and how it can affect us
- ☐ To understand rights in a friendship and to explain why it is important to know these rights
- ☐ To understand responsibilities in a friendship and explain why it is important to know these responsibilities

If covering FGM lessons:

- ☐ To understand aspects of discrimination
- ☐ To understand that every individual no matter what their gender should be treated with equal respect and opportunities

If you are NOT covering FGM lessons:

- ☐ To explore how dementia affects the whole family
- ☐ To explore how assistive technologies can help people living with dementia

Year 5

- ☐ To identify the qualities of a good friend
- ☐ To explore the emotional and physical changes occurring in puberty [Link to RSE](#)
- ☐ To understand male and female puberty changes in more detail [Link to RSE](#)
- ☐ To explore the impact of puberty on the body and the importance of physical hygiene [Link to RSE](#)
- ☐ To explain what it means to belong and explain why belonging is important
- ☐ To identify places where we feel we belong
- ☐ To understand benefits of a growth mind-set and explain how to develop a growth mind-set

If covering FGM lessons:

- ☐ To understand the difference between religion and culture
- ☐ To know I have the right to say no.

If you are NOT covering FGM lessons:

- ☐ To understand what dementia is and how it is related to memory.

Year 6

- ☐ To identify the qualities of a good friend
- ☐ To consider puberty and reproduction [Link to RSE](#)
- ☐ To consider physical & emotional behaviour in relationships [Link to RSE](#)
- ☐ To explore the process of conception and pregnancy [Link to RSE](#)
- ☐ To explore positive and negative ways of communicating in a relationship [Link to RSE](#)
- ☐ To understand how to develop positive self-talk
- ☐ To explore positive friendships and explain what makes a friendship successful

If covering FGM lessons:

- ☐ To understand how beauty is portrayed around the world.
- ☐ To know I have the right to say no.

If you are NOT covering FGM lessons:

- ☐ To know the types of difficulties people with dementia may experience
- ☐ To explore ways in which communities can support people living with dementia

APPENDIX 2:



CONFIDENTIALITY Information for All Key Stages

What is Confidentiality and why is it Important?

As part of the accreditation process for gaining Healthy Schools Status, all schools are required to have a Confidentiality Policy. But what does this involve for schools in Ealing?

The way in which the issue of confidentiality is handled within a school will be seen by staff, pupils and parents as an indicator of respect for and value given to the needs and wishes of each individual.

Confidentiality can mean very different things to different people, for example:

- For Teachers and Health Professionals it can be a legal or professional issue
- For Young People it can be about trust and respect

Teachers and Health Professionals may be mainly concerned about disclosure of abusive or illegal situations; pupils may be more concerned about information that is private to them, which they are worried about sharing (Brook, 2001).

Where can confidentiality in schools become an issue?

PSHE Education

Relationships and Sex Education

One to one discussions with pupils

Disclosures by pupils

School advice and support services

Visiting health professionals

Policy development

Therefore, it is vital that everyone working within a school is clear about the boundaries of their legal and professional roles and responsibilities so that they can all work together to ensure the best interests of the pupils.

Fear over lack of confidentiality remains one of the biggest deterrents to young people seeking help. Children and young people want to be able to speak in confidence about their anxieties and troubles. This is borne out by research where 40% of young respondents said that it is important that the person that they speak to about their worries will keep their word not to tell anyone. They also want to be listened to (66%), believed (49%), and feel that the other person would know how to sort things out (44%) (NSPCC, 2004). Children often tell a friend first about any problems they are experiencing, including abuse, but often their friends do not know how to help them.

Of course, where child protection concerns are an issue, then no professional can offer absolute confidentiality. However, there are many situations a pupil may find themselves in where child protection is not a concern, and this is exactly why pupils need to know that when they have a problem or something they want to discuss in confidence there are people they can go to who they can trust. They also need the skills and confidence to identify situations where they need advice or help and to be able to access it (Brook, 2001).

So, who needs to be concerned about confidentiality?

Pupils:

Pupils need to know who they can go to for help, who they can trust and that, within the boundaries defined by the school's code, their confidences will be respected.

Parents:

Parents need to know that the school will always have the best interests of the children as their priority, that it will help children to involve parents as much as possible, and that it will respect the parenting relationship and the culture and beliefs of families.

Teachers and other school staff:

Teachers and other staff need to be clear about the boundaries of their legal and professional responsibilities to pupils. This will allow them to maintain an ethos of confidentiality and mutual respect in the school and classroom. This is especially critical nowadays as schools take on new roles within school's health and Relationships and Sex education programmes.

Governors:

Governors need to be seen to work in a way that protects the confidentiality of pupils and staff and reinforces respect for privacy throughout the school. They also need to be able to address the issue of confidentiality when developing policies such as the schools RSE policy.

Health Education:

Health professionals will need to know when to apply their professional obligation of confidentiality and when they are bound by school policy.

(Brook, 2001)

References:

Confidentiality in Schools' by Sheila White (Brook, 2001)

NSPCC, someone to turn to, 2004