

# RHE Policy

## **Other related policies:**

Curriculum, Equal Opportunities

## **Version:**

1.0

## **Review:**

Annually or more regularly if necessary

## **Approved:**

By: L. Watney

Date: September 2022

## **Aims**

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

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

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

This policy, linked to the Dimensions Curriculum, reflects the most recent guidance and covers all aspects of Relationships Education and Health Education in an age-appropriate way.

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

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

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

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

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

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

- Live healthy lifestyles
- Address personal hygiene
- Develop an awareness of changing and growing
- Deal with different emotions in an appropriate way
- Keep safe
- Communicate well with others and work as a team
- Define, identify and know how to respond to bullying
- Know where and how to seek help when needed
- Treat everybody with respect
- Form and build positive relationships
- Understand the reasons for rules, and their responsibility to keep them
- Learn about their responsibility in caring for others
- Be active in their own learning
- Be active within their community
- Manage money well
- Keep safe online
- Self-assess and identify their strengths and weaknesses
- Know how to make emergency calls
- Know basic First Aid
- Work collaboratively and respectfully
- Appreciate diversity
- Empathise with other points of view
- Express opinions clearly
- Understand the changes that occur in puberty
- Develop strategies for managing changing emotions

## **Relationships Education (Statutory)**

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

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

Our school's careful use of 3D PSHE teaches about families in a well-judged and sensitive way, based on a clear knowledge of the pupils and their circumstances, reflecting that some children have different family structures and supportive relationships. They learn how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding, including

the differences between appropriate and inappropriate or unsafe physical, and other, contact are the forerunners of teaching about consent, which takes place at secondary.

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

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

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

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

## **Sex Education**

Sex Education is not statutory in primary schools.

The National Curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. At Amicus, we will adapt this to meet the needs of our pupils and this may be providing additional content on sex education depending on their needs and cognitive ability and also taking into account and being mindful of their trauma and abuse and what this may evoke for them.

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

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

Parents/carers have the right to withdraw their children from our sex education lessons. Our head teacher will be available to discuss the request with parents to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum, and a record will be kept of this process. The head teacher will discuss with parents the benefits of receiving this education and any detrimental effects that withdrawal might have on the child, for example the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. These detrimental effects may, of course, be mitigated

if the parents propose to deliver sex education to their child at home instead. If a pupil is excused from sex education, our school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

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

## PSHE Content and Coverage

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

### EYFS (1) Overview

The relevant Medium-Term Plan will specify when each lesson will be taught.

<b>Making relationships</b>	<b>Lessons</b>
Plays in a group, extending and elaborating play ideas (DM 30-50 months)	Lesson 1 'Let's Play Shops'
Initiates play, offering cues to peers to join in (DM 30-50 months)	Lesson 2 'Who's Playing'
Responds to what others say or do and keeps play going (DM 30-50 months)	Lesson 2 'Who's Playing'
Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults (DM 30-50 months)	Lesson 4 'Good Friends'

<b>Self Confidence / Awareness</b>	<b>Lessons</b>
Selects and uses activities and resources with help (DM 30-50 months)	Lesson 5 'Make Your Choice'
Enjoys responsibility of carrying out small tasks (DM 30-50 months)	Lesson 6 'Odd Jobs'
Talks confidently to other children when playing (DM 30-50 months)	Lesson 7 'Chatterbox!'
Communicates freely about own home and community (DM 30-50 months)	Lesson 8 'Where I Live'
Shows confidence in asking adults for help (DM 30-50 months)	Lesson 9 'Can You Help?'
Welcomes and values praise for what they have done (DM 30-50 months)	Lesson 10 'Well Done!'
Is more outgoing towards unfamiliar people and more confident in new social situations (DM 30-50 months)	Lesson 11 'A New Baby'

<b>Managing Feelings / Behaviour</b>	<b>Lessons</b>
Begins to accept the needs of others (DM 30-50 months)	Lesson 12 'Deaf Girl'
Takes turns and shares resources, sometimes with support (DM 30-50 months)	Lesson 13 'Fair Shares'
Adapts behaviour to different events, social situations and changes in routine (DM 30-50 months)	Lesson 14 'The Pantomime'
Is aware of own feelings and knows that some actions and words can hurt others' feelings (DM 30-50 months)	Lesson 15 'You Smell!'
Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met (DM 30-50 months)	Lesson 16 'A Waiting Game'

## EYFS (2) Overview

The relevant Medium-Term Plan will specify when each lesson will be taught.

<b>Making relationships</b>	<b>Lessons</b>
Initiates conversations, attends to and takes account of what others say (DM 40-60 months) It's all about...taking part!	Lesson 7 'An Old Friend'
Explains own knowledge and understanding (DM 40-60 months) It's all about... taking part!	Lesson 16 'All Join In' Lesson 23 'Eid Mubarak!'
Asks appropriate questions of others (DM 40-60 months) It's all about... being smart!	Lesson 11 'I Feel Poorly' Lesson 18 'A Piece of Cake'
Takes steps to resolve conflicts with other children by finding compromises (DM 40-60 months) It's all about...where to start!	Lesson 4 'It's Your Turn'
Plays co-operatively, taking turns with others (ELG) It's all about...taking part!	Lesson 4 'It's Your Turn' Lesson 24 'Playtime Games' Lesson 25 'Litter Bug!'
Takes account of one another's ideas about how to organise an activity (ELG)	Lesson 10 'Rainy Days' Lesson 19 'Busy Body'

It's all about... having heart!	
Shows sensitivity to others' needs and feelings and form positive relationships with adults and other children (ELG) It's all about... having heart!	Lesson 1 'Hide and Seek' Lesson 7 'An Old Friend' Lesson 14 'Family Fun' Lesson 23 'Eid Mubarak!'

Self Confidence / Awareness	Lessons
Confident to speak to others about own needs, wants, interests and opinions (DM 40-60 months) It's all about... being smart!	Lesson 3 'I Like...' Lesson 10 'Rainy Days' Lesson 25 'Litter Bug!'
Can describe self in positive terms and talk about abilities (DM 40-60 months) It's all about... being smart!	Lesson 8 'Me and You' Lesson 15 'One Gold Star'

Self Confidence / Awareness	Lessons
Confident to try new activities (ELG) It's all about...being smart!	Lesson 6 'Taking the Plunge'
Says why they like some activities more than others (ELG) It's all about... being smart!	Lesson 2 'Nan's House'
Confident to speak in a familiar group (ELG) It's all about... taking part!	Lesson 10 'Rainy Days'
Talks about their ideas (ELG) It's all about... being smart!	Lesson 10 'Rainy Days'
Chooses resources they need for their chosen activities (ELG) It's all about... being smart!	Lesson 18 'A Piece of Cake'
Says when they do or don't need help (ELG) It's all about... being smart!	Lesson 6 'Take the Plunge' Lesson 17 'I'm Stuck' Lesson 21 'Dressing Up' Lesson 22 'E-Safety, Be Safe'

Managing Feelings / Behaviour	Lessons
Beginning to be able to negotiate and solve problems without aggression (DM 40-60 months) It's all about...where to start!	Lesson 5 'What a Problem' Lesson 25 'Litter Bug!'
Talks about how they and others show feelings	Lesson 2 'Nan's House'

(ELG) It's all about... having heart!	Lesson 20 'The New Pet'
Talks about their own and others' behaviour and its consequences (ELG) It's all about... being smart!	Lesson 12 'Clean and Tidy' Lesson 13 'Bully Boy' Lesson 24 'Playtime Games'
Works as part of a group or class, and understands and follows the rules (ELG) It's all about... taking part!	Lesson 9 'Stick to the Rules'

## Year One Overview

<b>Autumn 1</b>	Core Theme 3 Unit 1 LESSON 1: Rules / Expectations - We Expect ... Core Theme 3 Unit 1 LESSON 2: Rules / Expectations - Class Charter Core Theme 1 Unit 5 LESSON 6: Internet Safety - E-Safety Core Theme 2 Unit 4 LESSON 1: Friendship - Forever Friends Core Theme 2 Unit 4 LESSON 2: Friendship - Make Friends Core Theme 3 Unit 1 LESSON 3: Taking Turns - It's Your Turn!
<b>Autumn 2</b>	Core Theme 2 Unit 1 LESSON 7: Good Manners - How Rude! Core Theme 1 Unit 4 LESSON 1: Happiness - Smile! Core Theme 1 Unit 4 LESSON 2: Anger - Grrrr! Core Theme 2 Unit 1 LESSON 1: Feelings - How I Feel Core Theme 2 Unit 1 LESSON 2: Responses - You and Me Core Theme 2 Unit 1 LESSON 3: Opinions - I Think...
<b>Spring 1</b>	Core Theme 1 Unit 2 LESSON 4: Washing Hands - Meet Grub! Core Theme 1 Unit 1 LESSON 1: Healthy Eating - Vote Green! Core Theme 1 Unit 1 LESSON 2: Healthy Eating - Meat Eaters Core Theme 1 Unit 1 LESSON 3: Healthy Eating - Party Time! Core Theme 1 Unit 1 LESSON 4: Physical Activity - Get Physical! Core Theme 2 Unit 3 LESSON 2: Comparisons - All the Same
<b>Spring 2</b>	Core Theme 2 Unit 2 LESSON 1: Definition - A Bully is... Core Theme 2 Unit 2 LESSON 2: Unkindness - Blame Game Core Theme 2 Unit 2 LESSON 3: Behaviour - Bullying is... Core Theme 2 Unit 2 LESSON 4: Behaviour - + and - Core Theme 1 Unit 5 LESSON 4: Personal Safety - Secret Surprise Core Theme 1 Unit 5 LESSON 5: Emotional Safety - Getting Help
<b>Summer 1</b>	Core Theme 2 Unit 3 LESSON 6: Kindness - Give a Little Core Theme 2 Unit 4 LESSON 5: Family - My Family Core Theme 2 Unit 4 LESSON 6: Family - Special People Core Theme 3 Unit 1 LESSON 6: Caring - Talking to Plants Core Theme 3 Unit 1 LESSON 4: Lending / Borrowing - The Borrowers Core Theme 3 Unit 1 LESSON 5: Sharing - Share the Booty
<b>Summer 2</b>	Core Theme 1 Unit 5 LESSON 1: Sun Safety – It's a Cover Up! Core Theme 1 Unit 5 LESSON 2: Road Safety – Green X Code Core Theme 3 Unit 3 LESSON 1: Money - Grows on Trees? Core Theme 3 Unit 3 LESSON 2: Money - Coining it in! Core Theme 3 Unit 3 LESSON 3: Money - Keep Money Safe

## Year Two Overview

<b>Autumn 1</b>	<p>Core Theme 2 Unit 4 LESSON 3: Friendship - Hola! Bonjour!</p> <p>Core Theme 2 Unit 4 LESSON 4: Friendship - Share Alike</p> <p>Core Theme 2 Unit 3 LESSON 1: Fair and Unfair - It's Not Fair!</p> <p>Core Theme 3 Unit 2 LESSON 1: Our School - Common Goals</p> <p>Core Theme 3 Unit 2 LESSON 2: Belonging - I Belong ...</p> <p>Core Theme 3 Unit 2 LESSON 3: Belonging - Join Our Club!</p> <p>Core Theme 2 Unit 5 LESSON 7: Staying Safe – I Don't Know You</p>
<b>Autumn 2</b>	<p>Core Theme 2 Unit 3 LESSON 4: Right and Wrong - In the Right</p> <p>Core Theme 1 Unit 4 LESSON 5: Consequences - Good v Bad</p> <p>Core Theme 1 Unit 4 LESSON 6: Aspirations - It's a Goal!</p> <p>Core Theme 2 Unit 1 LESSON 4: Co-operation – Negotiation</p> <p>Core Theme 2 Unit 1 LESSON 5: Co-operation - Want to Play?</p> <p>Core Theme 2 Unit 1 LESSON 6: Co-operation - Let's Debate!</p>
<b>Spring 1</b>	<p>Core Theme 1 Unit 2 LESSON 5: Keeping Clean - Bath-time</p> <p>Core Theme 1 Unit 2 LESSON 6: Skin - Skinny Tips</p> <p>Core Theme 1 Unit 2 LESSON 1: Dental Hygiene - Brushing Up!</p> <p>Core Theme 1 Unit 2 LESSON 2: Dental Hygiene - Bright White</p> <p>Core Theme 1 Unit 2 LESSON 3: Dental Hygiene - Top Teeth</p> <p>Core Theme 1 Unit 5 LESSON 3: Drug Safety - Magic Medicine</p>
<b>Spring 2</b>	<p>Core Theme 1 Unit 3 LESSON 1: Similarities and Differences - Boys v Girls</p> <p>Core Theme 1 Unit 3 LESSON 2: The Human Body - Body Bits</p> <p>Core Theme 1 Unit 3 LESSON 3: Growing Up - All Grown Up</p> <p>Core Theme 1 Unit 3 LESSON 4: Changing Needs - I Need</p> <p>Core Theme 1 Unit 1 LESSON 5: Physical Activity - Mighty Muscles</p> <p>Core Theme 1 Unit 1 LESSON 6: Exercise - Workout!</p>
<b>Summer 1</b>	<p>Core Theme 2 Unit 2 LESSON 5: Behaviour - Help Me!</p> <p>Core Theme 2 Unit 3 LESSON 3: Behaviour - In My Shoes</p> <p>Core Theme 2 Unit 3 LESSON 5: Teasing - Cry Baby!</p> <p>Core Theme 3 Unit 2 LESSON 4: Local Citizenship - Our Local Area</p> <p>Core Theme 3 Unit 2 LESSON 5: Local Citizenship - Community Care</p> <p>Core Theme 1 Unit 3 LESSON 5: Responsibility - Who's at Fault?</p>
<b>Summer 2</b>	<p>Core Theme 1 Unit 3 LESSON 6: Emotions – Mood Swings</p> <p>Core Theme 1 Unit 4 LESSON 3: Love - Three Little Words</p> <p>Core Theme 1 Unit 4 LESSON 4: Sadness - How to Cope</p> <p>Core Theme 3 Unit 3 LESSON 4: Money - Shopping List</p> <p>Core Theme 3 Unit 3 LESSON 5: Choices - This or That?</p> <p>Core Theme 3 Unit 3 LESSON 6: Enterprise - Dragons' Den</p>

## Year Three Overview

<b>Autumn 1</b>	<p>Core Theme 1 Unit 6 LESSON 1: E-Safety – Online Chat</p> <p>Core Theme 1 Unit 6 LESSON 2: Online Privacy – The Secrets Jar</p> <p>Core Theme 1 Unit 6 LESSON 3: Online Privacy – E-Protection</p> <p>Core Theme 3 Unit 1 LESSON 1: Rules – I'm In Charge!</p>
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	Core Theme 3 Unit 1 LESSON 2: Thinking Ahead – Lesson Planning Core Theme 3 Unit 1 LESSON 3: Taking the Lead – Learning Time
<b>Autumn 2</b>	Core Theme 2 Unit 5 LESSON 1: Friendship – Best Features Core Theme 2 Unit 5 LESSON 2: Friendship – Circles Time Core Theme 2 Unit 5 LESSON 3: Friendship - Falling Out Core Theme 2 Unit 5 LESSON 4: Friendship – The BAFAs Core Theme 1 Unit 5 LESSON 1: Loss / Separation – Lost! Core Theme 1 Unit 5 LESSON 2: Loss / Separation – Found!
<b>Spring 1</b>	Core Theme 1 Unit 1 LESSON 1: Physical, Emotional and Mental – I Am Who I Am! Core Theme 1 Unit 1 LESSON 2: Physical, Emotional and Mental – Hearts and Minds Core Theme 1 Unit 1 LESSON 3: Physical, Emotional and Mental – Three in One Core Theme 1 Unit 2 LESSON 4: Sleep – Sweet Dreams
<b>Spring 2</b>	Core Theme 2 Unit 1 LESSON 1: Clear Messages – Dot, Dot, Dash Core Theme 2 Unit 1 LESSON 2: How to Listen – Listen Up! Core Theme 3 Unit 2 LESSON 1: Different Communities – My Community. Core Theme 3 Unit 2 LESSON 2: School Communities – School Swap
<b>Summer 1</b>	Core Theme 1 Unit 7 LESSON 1: Before Puberty – You’ve Grown! Core Theme 1 Unit 7 LESSON 2: Visible Changes – Mind the Gap Core Theme 1 Unit 8 LESSON 1: How to Help – Who to Call Core Theme 1 Unit 8 LESSON 2: Emergency Calls – Calling 999 Core Theme 1 Unit 8 LESSON 3: Emergency Calls – Ambulance, Now!
<b>Summer 2</b>	Core Theme 1 Unit 2 LESSON 1: A Balanced Approach – Define: Healthy Core Theme 1 Unit 2 LESSON 2: Physical Exercise – Active Kids? Core Theme 1 Unit 2 LESSON 3: Lifestyle Choices – It’s Your Choice Core Theme 2 Unit 2 LESSON 1: Working Together – Name Game Core Theme 2 Unit 2 LESSON 2: Working Together – Build It Up Core Theme 2 Unit 2 LESSON 3: Shared Goals – Better Places

## Year Four Overview

<b>Autumn 1</b>	Core Theme 1 Unit 6 LESSON 4: Online Privacy – It’s Personal Core Theme 1 Unit 6 LESSON 5: Internet Use – Online Usage Core Theme 1 Unit 6 LESSON 6: Internet Use – Age Limits Core Theme 3 Unit 3 LESSON 1: Gender Stereotypes – His and Hers
<b>Autumn 2</b>	Core Theme 2 Unit 3 LESSON 1: Reactions - Frustration Core Theme 2 Unit 3 LESSON 2: Self-Worth – I’m a Marvel! Core Theme 2 Unit 3 LESSON 3: Persistence and Resilience - Don’t Give Up Core Theme 2 Unit 3 LESSON 4: Negative Persistence – Over and Over Core Theme 1 Unit 5 LESSON 5: Feelings - Overreacting
<b>Spring 1</b>	Core Theme 1 Unit 3 LESSON 1: A Balanced Diet – Plant or Animal? Core Theme 1 Unit 3 LESSON 2: A Balanced Diet – Balancing Act Core Theme 1 Unit 3 LESSON 3: Working with Food – Master Chef Core Theme 1 Unit 3 LESSON 4: Working with Food – Our Food Hall

<b>Spring 2</b>	Core Theme 2 Unit 1 LESSON 3: Responding to Others – Agony Aunts Core Theme 2 Unit 1 LESSON 4: Expressing Opinions – It’s Debatable Core Theme 1 Unit 5 LESSON 3: Loss / Separation – Left Behind Core Theme 1 Unit 5 LESSON 4: Family Changes – Two Homes
<b>Summer 1</b>	Core Theme 1 Unit 4 LESSON 1: Identified Strengths – I’m Good at That Core Theme 1 Unit 5 LESSON 6: Self-Respect – Let’s Rock! Core Theme 1 Unit 4 LESSON 2: Identified Strengths – Future Me Core Theme 1 Unit 4 LESSON 3: Setting Goals – That’s My Goal! Core Theme 1 Unit 4 LESSON 4: Setting Goals – The Impossible Dream
<b>Summer 2</b>	Core Theme 2 Unit 4 LESSON 1: Connections – Paper Chains Core Theme 2 Unit 4 LESSON 2: Family Links – Family Tree Core Theme 2 Unit 4 LESSON 3: Religious Views – Faith Findings Core Theme 2 Unit 4 LESSON 4: Celebrate Diversity – Inside Outside Core Theme 3 Unit 4 LESSON 1: Money Choices – A Million Dollars Core Theme 3 Unit 4 LESSON 2: Managing Money – Design Choices

## Year Five Overview

<b>Autumn 1</b>	Core Theme 3 Unit 1 LESSON 1: Structure – Just Imagine ... Core Theme 3 Unit 1 LESSON 2: Law and Order – In Charge Core Theme 3 Unit 1 LESSON 3: U.N. Rights – Our Rights Core Theme 2 Unit 4 LESSON 5: Online Relationships – A Risky Business Core Theme 1 Unit 5 LESSON 1: Drugs – Just Say No! Core Theme 1 Unit 5 LESSON 2: Alcohol – Drink Aware
<b>Autumn 2</b>	Core Theme 1 Unit 4 LESSON 1: Death and Grief – It’s Natural Core Theme 1 Unit 4 LESSON 2: Death and Grief - Poppies Core Theme 1 Unit 4 LESSON 3: Managing Conflict – Families at War Core Theme 3 Unit 2 LESSON 1: Community Event – We’re Cultured!
<b>Spring 1</b>	Core Theme 1 Unit 1 LESSON 2: Physical, Emotional and Mental – What’s Puberty? Core Theme 1 Unit 1 LESSON 3: Healthy Lifestyles – You Choose! Core Theme 1 Unit 5 LESSON 3: Tobacco – Up in Smoke Core Theme 1 Unit 5 LESSON 4: Substance Abuse – Let’s Be Frank
<b>Spring 2</b>	Core Theme 1 Unit 1 LESSON 1: Physical, Emotional and Mental – 3-Dimensional Core Theme 2 Unit 1 LESSON 1: Confidentiality – Secret Info Core Theme 2 Unit 1 LESSON 2: Listening – I’m All Ears! Core Theme 2 Unit 1 LESSON 3: Responding – Scenarios
<b>Summer 1</b>	Core Theme 1 Unit 2 LESSON 1: Food Choices – Secret Eaters Core Theme 1 Unit 2 LESSON 2: Food Choices – Invention Team Core Theme 1 Unit 2 LESSON 3: Cooking – Michelin Stars Core Theme 2 Unit 4 LESSON 1: Physical Contact – Touch Sensitive
<b>Summer 2</b>	Core Theme 2 Unit 2 LESSON 1: Responding - Scrabble Core Theme 2 Unit 2 LESSON 2: Shared Goals – It’s All Go!

	Core Theme 2 Unit 2 LESSON 3: Community Spirit – All Join In Core Theme 1 Unit 5 LESSON 5: Basic First-Aid – First Aids Tips
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## Year Six Overview

<b>Autumn 1</b>	Core Theme 1 Unit 3 LESSON 1: Identified Strengths – Big Dreams Core Theme 1 Unit 3 LESSON 2: Identified Strengths – Big Achievers Core Theme 1 Unit 3 LESSON 3: Setting Goals – ‘Super Futures’ Core Theme 1 Unit 3 LESSON 4: Setting Goals – I Can Do That! Core Theme 1 Unit 5 LESSON 6: Internet Safety – Fake News
<b>Autumn 2</b>	Core Theme 2 Unit 3 LESSON 1: Race and Ethnicity – United States? Core Theme 2 Unit 3 LESSON 2: Gender Stereotypes – Jobs 4 All Core Theme 2 Unit 3 LESSON 3: Culture – Cultural Feast
<b>Spring 1</b>	Core Theme 1 Unit 1 LESSON 4: Physical Illness – Bleugh! Core Theme 1 Unit 1 LESSON 6: Immunisation – One Sharp Scratch Core Theme 2 Unit 4 LESSON 3: Marriage – I Promise...
<b>Spring 2</b>	Core Theme 1 Unit 1 LESSON 5: Healthy Minds – Young Minds Core Theme 2 Unit 4 LESSON 4: Mental Wellbeing – Mind Business Core Theme 2 Unit 4 LESSON 2: Support and Care - Connections
<b>Summer 1</b>	Core Theme 3 Unit 3 LESSON 1: Budgeting – Money Supermarket Core Theme 3 Unit 3 LESSON 2: Consumer Sense – Payment Terms Core Theme 3 Unit 3 LESSON 3: Consumer Sense – A Class Catalogue!
<b>Summer 2</b>	Core Theme 3 Unit 4 LESSON 1: Generating Income – Making Money Core Theme 3 Unit 4 LESSON 2: Generating Income – Raising Money

## 3D PSHE Sex Education Unit

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

## 3D PSHE Extremism and Radicalisation Unit

We use the 3D PSHE Extremism and Radicalisation Units. In KS1 we cover understanding the differences between ‘fact’ and ‘opinion’; recognising and respecting similarities and differences between people; how to deal with confrontation; understanding that difference is a positive feature. In KS2 we look at how to deal with peer pressure; how extremism manifests itself; homophobia and racism as extremist behaviours; terrorism.

### **3D PSHE Substance Related Abuse Unit**

We use the 3D Substance Related Abuse Unit. This covers keeping safe; understanding some of the consequences of risk-taking; knowing some of the different forms addiction can take; the names of the most common drugs; how advertising influences our choices. This unit is used where required for our older children.

### **How we monitor, evaluate and assess teaching and learning in PSHE**

PSHE is widely referred to as RHE within Amicus, to dispel the idea that PSHE is solely focused on sex, as many of our children may otherwise fear, become excited by or fixated on this. In this way, sex education is covered and taught in a more covert, accessible way, to support the children to access manageable information, rather than becoming overwhelmed by the concept. This also ensures that the children can be supported to understand the importance of the additional aspects of PSHE.

Currently the, Assistant Head Teacher is responsible for overseeing and managing the development and delivery of the RHE curriculum. In due course, this will become the Subject Leader responsibility, supported by the newly appointed Deputy Head Teacher. In addition, all teaching and education staff are responsible for the development and delivery of the RHE curriculum. RHE is timetabled in accordance with the children's age and individual learning needs. This means that Novus, Apricus and Ludus receive timetabled RHE provision twice weekly, Astro and Edisco three times weekly and Cresco four times weekly.

In addition to this RHE provision, the psychoanalytic model and therapeutic approach ensures children are provided with time and space provided by appropriately trained and experienced adults, to explore any themes, concerns, issues or ideations that arise in the context of ordinary daily living, being in groups and alongside peers, and in the context of their developmental trauma and difficult early life experiences.

Outside of this timetabled RHE provision, pupils access ongoing and discrete RHE intervention throughout their time at Amicus. This is delivered throughout the timetable and curriculum, with teachers and teaching staff identifying children and areas of need and implementing interventions – either formally timetabled if an ongoing or in-depth piece of work, or more informally in the provision of 1:1 time and space with a trusted adult if this does not require the need to be frequently revisited. This additional RHE provision is triangulated with children's individual risk assessments, therapeutic placement plans and in accordance with the Therapeutic Team, to ensure the appropriate delivery of support and information for the children, whilst holding in mind their experiences and potential challenges or personal connections here.

Through the strong attachment relationships, the children build with adults at Amicus, they often present with a high level of material relating to RHE that they need support to explore and process. This material, and the strength of understanding that teachers and teaching staff have of the children in our care, enable sensitive, individual, RHE focused spaces to be provided for all children, as and when they require this. This is likely to look different for all the children, and may be required at different times, and as such cannot be prescriptive or pre-planned. Rather something that is borne from the ongoing intensive work and conversations had with the children. As children reach an appropriate age, it may be that spaces are provided for them to explore ideas and learning around puberty, supported by a key member of the teaching and education team, with a mind on their experiences and history, to ensure this is delivered in a sensitive, manageable way.

Twice daily children's Well-Being sessions are also a valuable tool in gaining an understanding of the children's emotional state and any areas of particular interest or need relating to RHE intervention. These are recorded to ensure a running log of children's well-being is kept, and to inform ongoing focus and delivery linked to RHE. These logs can also aid the recognition of progress for the children as there have been instances where children have been supported to look back on their Well-Being logs to gain an understanding and a more concrete view of the progress they have made, particularly regarding their emotional development, during their time at Amicus. This has been an important piece of work and one which we intend to continue.

At Amicus, we have a trans-disciplinary approach and combine this with multi-agency working (through close links and frequent conversations with social works, links with trauma specialists such as Beacon House, and connections with independent Child Psychotherapists/therapy provisions) to ensure those working to support the child have a holistic understanding of the child's history, experiences and current situation. These links ensure that any issues that arise for the children, or areas of difficulty, can be supported and explored using the appropriate avenues. For children living within the Therapeutic Community residential homes, teaching staff have frequent opportunities to share any RHE work being undertaken and key themes to ensure a joined up, consistent approach to issues or areas of interest that the children face. For children who attend Amicus as a day pupil, teaching staff ensure any RHE work being undertaken and key themes are handed over, with appropriate context, explanation and support for parents and carers. In instances where children or their families are experiencing a particular challenge, Amicus have sought additional support and encouraged access to external agencies, charities or resources, such as the Acute Treatment Centre for sexualised behaviour or appropriate grief support.

## **Bibliography**

This PSHE Policy is informed by the following links:-

- [Children and Social Work Act 2017](#)
- [Education Act 2002](#)
- [Guidance on Relationships, Relationships and Sex Education, and Health Education](#)
- [Parliament UK Report 2019](#)
- [PSHE Association](#)

## **Appendices**

For further guidance on Relationships Education (Primary), Relationships and Sex Education (RSE – Secondary) and Health Education (Primary and Secondary), please visit the following: [Guidance on Relationships, Relationships and Sex Education, and Health Education](#)