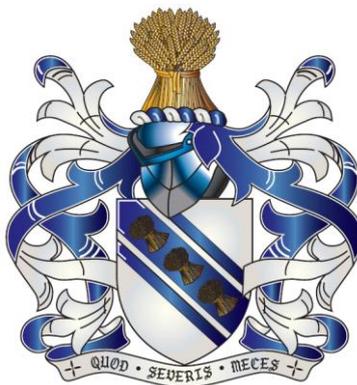


The Bliss Charity School



The Bliss Charity School aims to provide a caring, secure and enriching experience; each child is encouraged to develop strong personal, academic, physical and creative skills for lifelong learning.

PSHE Policy (2023-2025)

(This document includes the school's policy on Relationships Education and Sex Education)

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1. Introduction

Personal, Social, Health and Economic (PSHE) Education is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for the opportunities, responsibilities and experiences of adult life. PSHE has an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

In order for children to embrace the challenges of creating happy and successful adult lives, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. High quality, evidence-based and age-appropriate teaching of PSHE helps pupils develop resilience, and to know how and when to ask for help.

2. Aims

The Bliss Charity School aims to provide a caring, secure and enriching experience; each child is encouraged to develop strong personal, academic, physical and creative skills for lifelong learning.

The Bliss Charity School’s programme of study for PSHE aims to prepare children for life in modern Britain through four core strands:

- *Protective Behaviours*
- *Health and Wellbeing*
- *Relationships (including Sex Education)*
- *Living in the Wider World*

The Bliss Charity School’s programme of study for PSHE complements the school’s ‘Metacognition Programme’ and its ‘RESPECT Rules’ (*Respect yourself, each other, our school, our community and our world*).

These character development frameworks encourage children to acquire the key skills and attitudes needed to self-regulate and succeed as independent learners, as well as making a positive contribution both locally and globally.



Figure 1

Metacognition at The Bliss Charity School									
Attitudes					Skills				
Curious 	Empathetic 	Enthusiastic 	Independent 	Open minded 	Applying 	Aware of Learning Styles 	Collaborating 	Communicating 	Creating 
Pride in myself and others 	Reflective 	Resilient 	Responsible 	Risk Taker 	Making Choices and Decisions 	Questioning 	Reasoning 	Researching 	Self Managing 

Figure 2

3. Legislation and Guidance

This PSHE Policy has been written to ensure The Bliss Charity School meets the requirements of the National Curriculum 2014 for Science and the non-statutory framework for Personal, Social, Health and Economic (PSHE) Education and Citizenship for Key Stages 1 and 2.

As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

This PSHE Policy also takes into account the DfE’s ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education (June 2019, updated September 2021)’, ‘Teaching Online Safety in School (June 2019, updated January 2023)’ and ‘Parental Engagement on Relationships Education (October 2019)’. From September 2020, Relationships Education and Health Education are compulsory in all schools providing primary education. At The Bliss Charity School, both Relationships Education and Health Education are taught through a comprehensive programme of study for PSHE which fulfils all aspects of these curricula. The Bliss Charity School’s policy on Relationships Education is contained within this PSHE Policy.

4. Protective Behaviours – Definition and Content

The Bliss Charity School’s programme of study for PSHE aims to prepare children for life in modern Britain in the context of four core strands, one of which is Protective Behaviours.

Protective Behaviours is a practical approach to personal safety. It is a process which encourages self-empowerment and brings with it the skills to avoid being victimised. This is achieved by helping children recognise and trust their intuitive feelings (Early Warning Signs – EWS) and to develop strategies for self-protection.

Protective Behaviours uses a ‘Rights and Responsibility’ approach, encouraging children to recognise their Early Warning Signs and develop their own support networks of safe adults who they can share their worries with.

There are two core themes in Protective Behaviours:

- Theme 1: *We all have the right to feel safe all the time.*
- Theme 2: *We can talk with someone about anything, even if it feels awful or small.*

Protective Behaviours Syllabus						
Assemblies						
Content to be taught in whole school assemblies						
<ul style="list-style-type: none"> • Feelings • Rights and Responsibilities • Safe and Unsafe Feelings • Early Warning Signs 						
PSHE lessons within the classroom						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Feelings	Unsafe Feelings and Body Awareness	Body Awareness and Personal Space During class assembly	Body Awareness and Telling During class assembly	Secrets	Secrets and Networks	Secrets and Networks During class assembly
Body Awareness	Body Privacy and Secrets	Networks and Using Them	Networks and Using Them	Networks and Using Them	Using Networks	Using Networks
Early Warning Signs – Scary Body Feelings	Telling and Networks					
Telling and Secrets						

Figure 3

The Protective Behaviours strand of The Bliss Charity School’s programme of study for PSHE is taught as part of weekly lessons, using a published scheme. Lesson plans and resources for all Protective Behaviours lessons can be made available on request.

There is no right to withdraw from Protective Behaviours lessons.

5. Health and Wellbeing – Definition and Content

The Bliss Charity School’s programme of study for PSHE aims to prepare children for life in modern Britain in the context of four core strands, one of which is Health and Wellbeing.

The Health and Wellbeing strand of The Bliss Charity School’s programme of study for PSHE focuses on the characteristics of good physical health and mental wellbeing.

Pupils are taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, giving them the language and knowledge to understand the normal range of emotions that everyone experiences. Pupils are encouraged to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Protection and support for their own – and others’ – health and wellbeing (including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems, and basic first aid) are also included in this strand of The Bliss Charity School’s PSHE programme.

Emphasis is given to the positive, two-way relationship between good physical health and good mental health, and the benefits to mental wellbeing of physical exercise and time spent outdoors. Pupils are taught the benefits of hobbies, interests and participation in their own communities, as well as the benefits of rationing time spent online and the risks of excessive use of electronic devices. Pupils are also taught why social media, computer games and online gaming have age restrictions, and how to manage common difficulties encountered online.

Health and Wellbeing Syllabus¹		
<i>Key Stage 1 (Years 1-2)</i>	<i>Lower Key Stage 2 (Years 3-4)</i>	<i>Upper Key Stage 2 (Years 5-6)</i>
<p>Healthy Lifestyles:</p> <ul style="list-style-type: none"> • Healthy Eating • Physical Activity • Exercise <p>Hygiene:</p> <ul style="list-style-type: none"> • Dental Hygiene • Washing hands • Keeping Clean • Skin <p>Changing and Growing:</p> <ul style="list-style-type: none"> • Similarities and Differences • The Human Body • Growing Up • Changing Needs • Responsibility • Emotions <p>Emotions:</p> <ul style="list-style-type: none"> • Happiness 	<p>Physical, Emotional and Mental Health</p> <p>Healthy Lifestyles:</p> <ul style="list-style-type: none"> • A Balanced Approach • Physical Exercise • Lifestyle Choices • Sleep <p>Nutrition and Food:</p> <ul style="list-style-type: none"> • A Balanced Diet • Working with Food <p>Aspirations:</p> <ul style="list-style-type: none"> • Identifying Strengths • Setting Goals <p>Emotions:</p> <ul style="list-style-type: none"> • Loss and Separation • Family Changes • Feelings • Self-Respect 	<p>Health:</p> <ul style="list-style-type: none"> • Physical, Emotional and Mental • Lifestyle • Illness • Immunisation <p>Nutrition and Food:</p> <ul style="list-style-type: none"> • Food Choices • Cooking <p>Aspirations:</p> <ul style="list-style-type: none"> • Identifying Strengths • Setting Goals <p>Emotions:</p> <ul style="list-style-type: none"> • Death and Grief • Managing Conflict <p>Safety:</p> <ul style="list-style-type: none"> • Drugs • Alcohol

¹ PSHE in Class Reception is structured differently to Years 1-6. Apart from Protective Behaviours lessons, PSHE in Class Reception is aligned to the Prime Area of Learning for ‘Personal, Social and Emotional Development’ (PSED), covering all the Early Learning Goals (ELGs) for PSED. Some elements of the ELGs for ‘Physical Development’ and ‘Understanding the World’ are also covered in PSHE lessons for Class Reception. A published scheme by *Dimensions Curriculum Ltd.* called *3D PSHE* is used to deliver PSHE lessons in Class reception. For more details on *3D PSHE* please see the coverage notes (Appendix 4). Lesson plans and resources for all *3D PSHE* lessons can be made available on request.

<ul style="list-style-type: none"> • Anger • Love • Sadness • Consequences • Aspirations <p>Keeping Safe:</p> <ul style="list-style-type: none"> • Sun Safety • Road Safety • Drug Safety • Personal Safety • Emotional Safety • Internet Safety • Staying Safe 	<p>Safety:</p> <ul style="list-style-type: none"> • E-Safety • Online Privacy • Internet Use <p>Growing and Changing:</p> <ul style="list-style-type: none"> • Before Puberty • Visible Changes <p>First Aid:</p> <ul style="list-style-type: none"> • How to Help • Emergency Calls 	<ul style="list-style-type: none"> • Tobacco • Substance Abuse • Basic First Aid • Internet Safety
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Figure 4

The Health and Wellbeing strand of The Bliss Charity School’s programme of study for PSHE is taught as part of weekly lessons, using a published scheme by *Dimensions Curriculum Ltd.* called *3D PSHE*. For more details on *3D PSHE* please see the coverage notes (Appendix 1). Lesson plans and resources for all *3D PSHE* lessons can be made available on request.

In addition to the National Curriculum for Science, Computing and Physical Education (PE), the Health and Wellbeing strand of The Bliss Charity School’s programme of study for PSHE ensures that pupils receive their entitlement to compulsory Health Education².

There is no right to withdraw from Health Education lessons.

6. Relationships (including Sex Education) – Definition and Content

The Bliss Charity School’s programme of study for PSHE aims to prepare children for life in modern Britain in the context of four core strands, one of which is Relationships (including Sex Education).

The Relationships strand of The Bliss Charity School’s programme of study for PSHE focuses 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.

Pupils are taught how to take turns, how to treat each other with kindness and consideration, the importance of honesty and truthfulness, permission seeking, consent and the concept of personal privacy. Relationships education at The Bliss Charity School covers the importance of personal space and boundaries, showing respect towards others and understanding the differences between appropriate and inappropriate (or unsafe) physical contact.

Pupils are taught about what a relationship is, what friendship is, what family means and who the people are who can support them. It is recognised that families of many forms provide a nurturing environment, including single parent families, Lesbian, Gay, Bisexual and Transgender (LGBT) relationships, families headed by grandparents, adoptive parents and foster parents/carers. Therefore, the features of healthy relationships are explored through a range of contexts, enabling pupils to form a strong, early understanding of relationships that are likely to lead to happiness and security, as well as the ability to recognise less positive relationships.

² Health Education – see the DfE’s ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education (June 2019)’:

- *Mental wellbeing*
- *Internet safety and harms*
- *Physical health and fitness*
- *Healthy eating*
- *Drugs, alcohol and tobacco*
- *Health and prevention*
- *Basic first aid*
- *Changing adolescent body*

Through the Relationships strand of the school’s programme of study for PSHE, pupils learn from an early age that there are many different types of family and that the term ‘relationship’ may refer to two people of the same or different gender, ethnicity, race, religion/belief or ability. Promotion of – or discrimination towards – any type of relationship shall not occur.

The principles of positive relationships apply in any context, so children at The Bliss Charity School are taught to apply learning about behaviour and safety both online and offline.

Relationship Syllabus³		
<i>Key Stage 1 (Years 1-2)</i>	<i>Lower Key Stage 2 (Years 3-4)</i>	<i>Upper Key Stage 2 (Years 5-6)</i>
<p>Communication:</p> <ul style="list-style-type: none"> • Feelings • Responses • Opinions • Co-operation • Good Manners <p>Bullying:</p> <ul style="list-style-type: none"> • Definition • Unkindness • Behaviour <p>Fairness:</p> <ul style="list-style-type: none"> • Fair and Unfair • Comparisons • Behaviour • Right and Wrong • Teasing • Kindness <p>Family and Friends:</p> <ul style="list-style-type: none"> • Friendship • Family 	<p>Communication:</p> <ul style="list-style-type: none"> • Clear Messages • How to Listen • Responding to Others • Expressing Opinions <p>Collaboration:</p> <ul style="list-style-type: none"> • Working Together • Shared Goals <p>Bullying:</p> <ul style="list-style-type: none"> • Reactions • Self-Worth • Persistence and Resilience • Negative Persistence <p>Similarities and Differences:</p> <ul style="list-style-type: none"> • Connections • Family Links • Religious Views <p>Healthy Relationships:</p> <ul style="list-style-type: none"> • Friendship 	<p>Communication:</p> <ul style="list-style-type: none"> • Confidentiality • Listening • Responding <p>Collaboration:</p> <ul style="list-style-type: none"> • Teamwork • Shared Goals • Community Spirit <p>Similarities and Differences:</p> <ul style="list-style-type: none"> • Race and Ethnicity • Gender Stereotypes • Culture <p>Healthy Relationships:</p> <ul style="list-style-type: none"> • Physical Contact • Support and Care • Marriage • Mental Wellbeing • Online Relationships

Figure 5

The Relationships strand of The Bliss Charity School’s programme of study for PSHE is taught as part of weekly lessons, using a published scheme by *Dimensions Curriculum Ltd.* called *3D PSHE*. For more details on *3D PSHE* please see the coverage notes (Appendix 2). Lesson plans and resources for all *3D PSHE* lessons can be made available on request.

In addition to the National Curriculum for Science, Computing and Physical Education (PE), the Relationships strand of The Bliss Charity School’s programme of study for PSHE ensures that pupils receive their entitlement to compulsory Relationships Education⁴.

There is no right to withdraw from Relationships Education lessons.

³ PSHE in Class Reception is structured differently to Years 1-6. Apart from Protective Behaviours lessons, PSHE in Class Reception is aligned to the Prime Area of Learning for ‘Personal, Social and Emotional Development’ (PSED), covering all the Early Learning Goals (ELGs) for PSED. Some elements of the ELGs for ‘Physical Development’ and ‘Understanding the World’ are also covered in PSHE lessons for Class Reception. A published scheme by *Dimensions Curriculum Ltd.* called *3D PSHE* is used to deliver PSHE lessons in Class reception. For more details on *3D PSHE* please see the coverage notes (Appendix 5). Lesson plans and resources for all *3D PSHE* lessons can be made available on request.

⁴ Relationships Education – see the DfE’s ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education (June 2019)’:

- *Families and people who care for me*
- *Caring relationships*
- *Respectful relationships*
- *Online relationships*
- *Being safe*

Sex Education

Sex Education is no longer compulsory in primary schools. However, the DfE continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of their pupils so they are prepared for the changes that adolescence brings and how a baby is conceived and born.

Therefore, Sex Education – that goes beyond the requirements of Relationships Education and the National Curriculum for Science – is taught at The Bliss Charity School in order to support pupils' ongoing emotional and physical development and their transition to secondary school.

Sex Education at The Bliss Charity is taught as a discrete subject to children in the following year groups:

Sex Education Syllabus	
<i>Year 5</i>	<i>Year 6</i>
Lessons focus on: <ul style="list-style-type: none">• Differences between the male and female body• The adolescent body, puberty and the reasons for change• Personal hygiene• Menstruation	Lessons focus on: <ul style="list-style-type: none">• Forming relationships• Sexual relationships• Healthy relationships• Unhealthy relationships• Gender issues and relationships

Figure 6

Healthcare professionals are sometimes invited to speak with the children during these lessons. However, a teacher is always present during these sessions and they remain responsible for the content and delivery the lesson.

On some occasions, pupils are given opportunities to discuss specific issues related to puberty in single sex groups, however classes are not routinely separated by gender for The Bliss Charity School's PSHE programme – including Sex Education lessons in Year 5 and Year 6 – as it is important for both girls and boys to learn about each other's bodies, changes and experiences. By keeping children together in mixed groups, children learn to talk openly without embarrassment in front of each other, breaking down gender stereotypes and building positive relationships and respect for each other, regardless of gender. This also ensures that any non-binary or transgender children are included without feeling vulnerable.

Parents/carers have the right to request that their child be withdrawn from some – or all – of Sex Education. Before a request is granted, however, parents/carers should meet with the Headteacher to share their concerns. The benefits of receiving this important education – and any detrimental effects that withdrawal might have on the child – will also be discussed. If concerns remain, parents/carers have an automatic right to withdraw their child from Sex Education lessons. It must be noted, however, that the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction are covered within the National Curriculum for Science and/or Relationships Education, which there is no right to withdraw from.

Lesson plans and resources for all Sex Education lessons can be made available on request.

7. Living in the Wider World – Definition and Content

The Bliss Charity School's programme of study for PSHE aims to prepare children for life in modern Britain in the context of four core strands, one of which is Living in the Wider World.

The Living in the Wider World strand of The Bliss Charity School's programme of study for PSHE focuses on developing the skills and understanding needed to function successfully in modern society, including the fundamental values of British citizenship:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance

Pupils are taught about rules and responsibilities, actions and consequences and law and order. They learn that they have a role to play in ensuring their rights – and the rights of others – are valued and protected. Children are encouraged to appreciate and celebrate diversity and difference, as well as providing them with the skills needed to recognise and repudiate discrimination and extremism. Pupils are also taught about different forms of government and how individuals and organisations can work together to benefit local and global communities and the environment. Money and finance, economic awareness and enterprise are also included in this strand of The Bliss Charity School’s PSHE programme.

Living in the Wider World Syllabus⁵		
<i>Key Stage 1 (Years 1-2)</i>	<i>Lower Key Stage 2 (Years 3-4)</i>	<i>Upper Key Stage 2 (Years 5-6)</i>
<p>Rules and Responsibilities:</p> <ul style="list-style-type: none"> • Rules and Expectations • Taking Turns • Lending and Borrowing • Sharing • Caring <p>Communities:</p> <ul style="list-style-type: none"> • Our School • Belonging • Local Citizenship <p>Money and Finance:</p> <ul style="list-style-type: none"> • Money • Choices • Enterprise <p>Extremism:</p> <ul style="list-style-type: none"> • Fact and Opinion • Right and Wrong • Valuing Difference 	<p>Rules and Responsibilities:</p> <ul style="list-style-type: none"> • Rules • Thinking Ahead • Taking the Lead <p>Collaboration:</p> <ul style="list-style-type: none"> • Working Together • Shared Goals <p>Discrimination:</p> <ul style="list-style-type: none"> • Different Communities • School Communities <p>Economic Awareness:</p> <ul style="list-style-type: none"> • Money Choices • Managing money 	<p>Rights and Responsibilities:</p> <ul style="list-style-type: none"> • Structure • Law and Order • UN Rights <p>Diversity:</p> <ul style="list-style-type: none"> • Community <p>Economic Awareness:</p> <ul style="list-style-type: none"> • Budgeting • Consumer Sense <p>Enterprise:</p> <ul style="list-style-type: none"> • Generating Income • Raising Money <p>Extremism:</p> <ul style="list-style-type: none"> • Radicalisation and Terrorism

Figure 7

The Living in the Wider World strand of The Bliss Charity School’s programme of study for PSHE is taught as part of weekly lessons, using a published scheme by *Dimensions Curriculum Ltd.* called *3D PSHE*. For more details on *3D PSHE* please see the coverage notes (Appendix 3). Lesson plans and resources for all *3D PSHE* lessons can be made available on request.

There is no right to withdraw from PSHE lessons which teach pupils about Living in the Wider World.

In response to the needs of schools, and in line with current Ofsted and DfE guidance, Year 6 will also take part in a standalone 3D PSHE called ‘Tough Topics’ resource for Primary Schools.

This highly relevant unit of five lessons is designed to be used with Upper Key Stage 2 pupils to teach about some topical, challenging issues effectively and sensitively.

The lessons are designed to ensure safeguarding pupils is addressed directly with them in an age-appropriate, creative and thoughtful way.

⁵ PSHE in Class Reception is structured differently to Years 1-6. Apart from Protective Behaviours lessons, PSHE in Class Reception is aligned to the Prime Area of Learning for ‘Personal, Social and Emotional Development’ (PSED), covering all the Early Learning Goals (ELGs) for PSED. Some elements of the ELGs for ‘Physical Development’ and ‘Understanding the World’ are also covered in PSHE lessons for Class Reception. A published scheme by *Dimensions Curriculum Ltd.* called *3D PSHE* is used to deliver PSHE lessons in Class reception. For more details on *3D PSHE* please see the coverage notes (Appendix 5). Lesson plans and resources for all *3D PSHE* lessons can be made available on request.

As part of this unit of work, the lessons will cover child labour, peer-on-peer abuse, self-harm, knife crime and FGM.

8. **Online Safety**

The Bliss Charity School’s programme of study for PSHE aims to prepare children for life in modern Britain. An integral part of the programme is to teach children about online safety, in accordance with ‘Teaching Online Safety in School (June 2019, updated January 2023)’.

The online world develops and changes at a great speed, and new opportunities, challenges and risks are appearing all the time. In order to ensure online safety, pupils are taught to make judgements about what they see online and not automatically assume that what they see is true, valid or acceptable. They are taught to recognise the techniques that are often used to persuade or manipulate others, and to understand what acceptable and unacceptable online behaviour looks like.

By covering this content, pupils will be able to identify possible online risks and make informed decisions about how to act. Pupils will be also be taught safe ways in which to seek support if they are concerned or upset by something they have seen online. By understanding and applying this knowledge, pupils will have a solid foundation to navigate the online world in an effective and safe way.

Online Safety⁶		
<i>Key Stage 1 (Years 1-2)</i>	<i>Lower Key Stage 2 (Years 3-4)</i>	<i>Upper Key Stage 2 (Years 5-6)</i>
Copyright and Ownership: Self-image and Identify: Managing Online Information: Privacy and Security: Online Relationships: Online Reputation:	Copyright and Ownership: Self-image and Identify: Managing Online Information: Privacy and Security: Online Relationships: Online Reputation: Online Bullying: Health, Well-being and Lifestyle:	Copyright and Ownership: Self-image and Identify: Managing Online Information: Privacy and Security: Online Relationships: Online Reputation: Online Bullying: Health, Well-being and Lifestyle:

For individual learning objectives, please see appendix 4.

9. **Questions Raised by Pupils**

Effective PSHE needs to be taught in an atmosphere of responsibility and respect, where sensitive issues can be discussed without embarrassment or threat. Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject.

Questions raised by children will be answered honestly and with a degree of detail appropriate to the child’s age and stage of development. While it is essential that lessons are sensitive to a range of views, staff at The Bliss Charity School will ensure that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals. This will include clear, impartial scientific information as well as covering the law, particularly in relation to legislation concerning equality.

Staff will use their professional skills and discretion before answering questions and, if necessary, they will deal with questions on an individual basis after the lesson. Where pupils’ questions require a response that goes beyond the prescribed programme of study for the year group, they will be encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with their parents/carers.

⁶ PSHE in Class Reception is structured differently to Years 1-6. Apart from Protective Behaviours lessons, PSHE in Class Reception is aligned to the Prime Area of Learning for ‘Personal, Social and Emotional Development’ (PSED), covering all the Early Learning Goals (ELGs) for PSED. Some elements of the ELGs for ‘Physical Development’ and ‘Understanding the World’ are also covered in PSHE lessons for Class Reception. A published scheme by *Dimensions Curriculum Ltd.* called *3D PSHE* is used to deliver PSHE lessons in Class reception. For more details on *3D PSHE* please see the coverage notes (Appendix 5). Lesson plans and resources for all *3D PSHE* lessons can be made available on request.

Staff at The Bliss Charity School are aware that effective PSHE brings an understanding of what is not acceptable in a relationship. Any disclosures or safeguarding concerns prompted by the school's programme of study for PSHE will be reported in line with the school's Safeguarding and Child Protection Policy.

The usual standards of confidentiality between staff and pupils will be observed in PSHE lessons, except where a child's question might suggest the possibility of abuse. In these circumstances, any concern will be reported in line with the school's Safeguarding and Child Protection Policy.

10. Pupils with Special Educational Needs and Disabilities (SEND)

This PSHE Policy will be carried out in accordance with the SEN Code of Practice 2014.

High quality teaching – that is differentiated and personalised – will ensure accessibility for pupils with Special Educational Needs and Disabilities (SEND). Staff at The Bliss Charity School are aware that PSHE is a particularly important subject for some pupils with SEND due to the nature of their needs and vulnerability to exploitation and bullying. Therefore, in preparation for adulthood outcomes, every effort is taken to differentiate PSHE content and deliver it in a personalised way.

11. Working with Parents/Carers and the Wider Community

This PSHE Policy was developed in consultation all stakeholders – including staff, governors and parents/carers – in order to meet the needs of the local community.⁷ The views of pupils also help shape the content of PSHE at the school (see section 11).

The Bliss Charity School recognises that parents/carers are the prime educators for children on PSHE matters. As such, the school seeks to work in partnership with parents/carers, in a relationship of mutual understanding, trust and co-operation. In promoting this objective we:

- Consult parents/carers on the purpose and content of the school's programme of study for PSHE, explaining clearly what will be taught and when.
- Inform parents about the school's approach to PSHE, making planning and resources available on request.
- Make this PSHE Policy available via our school website – a paper copy can be made available on request.
- Answer any questions that parents/carers may have about the education of their child.
- Notify parents when Sex Education will be taught.
- Discuss concerns regarding curriculum content/delivery and acknowledge the parental right of withdrawal from Sex Education.
- Take seriously any issue that parents/carers raise with staff or governors about this PSHE Policy or the arrangements for PSHE in the school.

12. Monitoring Arrangements

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about The Bliss Charity School's PSHE Policy, and that it is implemented effectively.

It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training and support, so that they can teach effectively and handle any difficult issues with sensitivity.

Monitoring of The Bliss Charity School's PSHE Policy – and its programme of study for PSHE – is the responsibility of the Headteacher and PSHE subject leader.

⁷ Consultation with parents/carers was carried out in-line with DfE guidance 'Parental Engagement on Relationships Education (2019)' – see Appendix 6 for more information about the parental engagement process at The Bliss Charity School leading to formation of this PSHE Policy.

The effectiveness of The Bliss Charity School's PSHE Policy – and its programme of study for PSHE – will be assessed through lesson observations, feedback from children and consultation with parents/carers.

13. Governors

Under the Equality Act 2010, the Governing Body of The Bliss Charity School is responsible for ensuring the school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnicity, pregnancy, maternity, sex, gender identity, religion or belief, sexual orientation or whether they are Looked After by the Local Authority.

The Governing Body of The Bliss Charity School will also ensure:

- All pupils make progress in achieving the expected educational outcomes.
- All aspects of PSHE are well led, effectively managed and well planned.
- The quality of provision is subject to regular and effective self-evaluation.
- Teaching is delivered in ways that are accessible to all pupils with SEND.
- Clear information is provided for parents/carers on the subject content and the right to request that their child is withdrawn.
- PSHE is resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

14. Inclusion

This Bliss Charity School's PSHE Policy will be implemented in accordance with The Equality Act 2010 and the Public Sector Equality Duty (PSED), which requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

The Bliss Charity School recognises and respects pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be 'emerging') or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community.

The Bliss Charity School will always respect how pupils choose to identify themselves, understanding that – depending on their age and maturity – their sexual orientation and gender identity may be 'emerging'. This means that Relationships Education and Sex Education at The Bliss Charity School is sensitive to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes.

15. Links with Other Policies

This document links to the following policies:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Inclusion Policy

- Accessibility Plan
- Online Safety Policy
- Complaints Policy

16. Complaints Procedure

If a pupil, parent/carer or member of staff is concerned about any aspect of PSHE at The Bliss Charity School, the Headteacher should be informed of their concern. The Headteacher will respond to the complaint in accordance with the school’s Complaints Policy. If a concern relates to the Headteacher, contact should be with the Chair of Governors.

Review

The Bliss Charity School’s PSHE Policy – and its programme of study for PSHE – will be formally reviewed by the Governing Body biannually to ensure that it remains up to date with the latest guidance from the DfE and it is relevant to the needs of staff, governors, parents/carers and pupils.

Signature:		(Chair of Governors)
Print Name: ...Mrs. Sherry Hornagold-Prosser		Date: ...26/07/2023
Signature:		(Headteacher)
Print Name: ...Mrs. Laura White		Date: ...26/07/2023

Key Stage 1 (Years 1-2)

Healthy Lifestyles	
Healthy Eating	<p>To learn about where vegetables and fruit grow.</p> <p>To learn to make simple choices that improve their health and well-being, e.g. healthy eating.</p> <p>To understand the need for protein as part of a balanced diet.</p> <p>To recognise which types of food are healthy.</p> <p>To apply their knowledge of healthy eating to plan a menu for a themed party.</p> <p>To make positive real-life choices.</p>
Physical Activity	<p>To understand the need for physical activity to keep healthy.</p> <p>To recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health.</p> <p>To understand how muscles work.</p> <p>To make positive real-life choices.</p>
Exercise	<p>To understand the importance of physical activity and rest as part of a balanced, healthy lifestyle.</p> <p>To make positive real-life choices.</p>
Hygiene	
Dental Hygiene	<p>To learn about the importance of effective teeth cleaning and good dental hygiene.</p> <p>To learn how to take care of teeth, in addition to brushing.</p> <p>To manage basic personal hygiene.</p> <p>To find out which foods are good for us.</p> <p>To understand the importance of a healthy lifestyle, including dental hygiene.</p> <p>To make simple choices that improve their health and well-being, e.g. healthy eating.</p>
Washing Hands	<p>To learn to eradicate germs and the spread of diseases by washing hands.</p> <p>To understand how germs spread infections and diseases.</p>
Keeping Clean	<p>To learn about the importance of and reasons for bathing and showering</p> <p>To manage basic personal hygiene.</p>
Skin	<p>To learn about the importance of and reasons for bathing and showering.</p> <p>To understand the importance of maintaining personal hygiene.</p>
Changing and Growing	
Similarities & Differences	<p>To identify and respect similarities and differences between boys and girls.</p> <p>To learn about the process of growing from young to old.</p>
The Human Body	<p>To learn the names for different parts of the body.</p> <p>To recognise similarities and differences based on gender.</p> <p>To recognise and respect similarities and differences between people.</p>
Growing Up	<p>To learn about the physical changes in their bodies as we grow.</p> <p>To understand emotional changes as they grow up.</p>
Changing Needs	<p>To learn about how our needs change and grow as we develop.</p> <p>To recognise the simple physical changes to their bodies experienced since birth.</p>
Responsibility	<p>To learn to take responsibility for their own actions.</p> <p>To recognise how their behaviour and that of others may influence people both positively and negatively.</p> <p>To listen to, reflect on and respect other people's views and feelings.</p>
Emotions	<p>To learn about a range of different feelings and emotions.</p> <p>To recognise, name and manage their feelings in a positive way.</p>
Emotions	
Happiness	<p>To learn about making positive choices and how they can lead to happiness.</p> <p>To recognise, name and manage their feelings in a positive way.</p>
Anger	<p>To recognise how their behaviour affects other people.</p> <p>To recognise how their behaviour and that of others may influence people both positively and negatively.</p>
Love	<p>To learn about the importance of love.</p> <p>To recognise, name and deal with their feelings in a positive way.</p>

Sadness	To understand and be aware of the different ways to show sadness. To understand about coping with change and loss.
Consequences	To understand that all actions have consequences. To learn to take responsibility for our actions. To recognise how their behaviour affects other people. To recognise how their behaviour and that of others may influence people both positively and negatively.
Aspirations	To think about themselves, learn from experiences and recognise what they are good at. To recognise choices that they can make and value their achievements. To learn how to set simple goals and targets for themselves.
Keeping Safe	
Sun Safety	To understand the importance of sun safety. To know how to keep safe in the sun. To recognise and manage risk in everyday activities.
Road Safety	To learn rules for, and ways of, keeping safe, including basic road safety and about people who can help them to stay safe. To develop an awareness of the Green Cross Code. To demonstrate basic road safety skills.
Drug Safety	To learn about the importance of medicine safety. To recognise that some substances can help or harm the body.
Personal Safety	To learn about the difference between secrets and surprises. To understand when not to keep adults' secrets. To seek help from an appropriate adult when necessary.
Emotional Safety	To learn about who to go to for help and advice. To recognise that there are people who care for and look after them. To know how to keep safe and how and where to get help. To recognise and respond to issues of safety relating to themselves and others and how to get help.
Internet Safety	To learn about the importance of using the internet. To know how to keep safe and how and where to get help. To use strategies to stay safe when using ICT and the internet. To know the importance of self-respect and how this links to their own happiness.
Staying Safe	To know how to respond safely and appropriately to adults they may encounter (in all contexts, including adults online) whom they do not know.

Figure 8

Lower Key Stage 2 (Years 3-4)

Physical, Emotional and Mental Health	
To know and understand the difference between the terms physical, emotional and mental.	
To become more self-aware.	
To understand why setting goals is important.	
Healthy Lifestyles	
A Balanced Approach	To understand the meaning of the word 'healthy'.
Physical Exercise	To know the recommended guidelines for physical activity and understand the reasons for these.
Lifestyle Choices	To recognise the need to take responsibility for actions. To explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle.
Sleep	Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
Nutrition and Food	
A Balanced Diet	To know where different foods come from. To know about and understand the function of different food groups for a balanced diet.
Working with Food	To identify the range of jobs carried out by the people they know. To reflect on the range of skills needed in different jobs. To learn to prepare and cook a variety of dishes. To work co-operatively, showing fairness and consideration to others.

Aspirations	
Identifying Strengths	To understand that everyone has different strengths and weaknesses. To know how to set realistic targets. To self-assess, understanding how this will help their future actions.
Setting Goals	To understand how to break down the steps needed to achieve a goal. To identify and talk about their own and others' strengths and weaknesses and how to improve. To reflect on the range of skills needed in different jobs.
Emotions	
Loss & Separation	To listen to and show consideration for other people's views. To empathise with another viewpoint. To listen to, reflect on and respect other people's views and feelings. To develop strategies for managing and controlling strong feelings and emotions.
Family Changes	To understand that family units can be different and can sometimes change.
Feelings	To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
Self-Respect	To learn about the importance of self-respect and how this links to their own happiness.
Safety	
E-Safety	To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
Online Privacy	To begin to make responsible choices and consider consequences. To use ICT safely including keeping electronic data secure. To use ICT safely including using software features and settings. To know how information and data is shared and used online.
Internet Use	To know that for most people the internet is an integral part of life and has many benefits. To know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
Growing and Changing	
Before Puberty	To understand that the rate at which we grow differs from person to person. To show awareness of changes that take place as they grow.
Visible Changes	To know and understand how to look after our teeth. To understand what happens when we lose teeth as we grow up and why this happens.
First Aid	
How to Help	To take responsibility for their own safety and the safety of others and be able to seek help in an emergency
Emergency Calls	To know when and how to make an emergency call To recognise the importance of local organisations in providing for the needs of the local community. To behave safely and responsibly in different situations.

Figure 9

Upper Key Stage 2 (Years 5-6)

Health	
Physical, Emotional and Mental	To know about the basic synergy between physical, emotional and mental health. To know about, recognise and understand changes that occur during puberty.
Lifestyles	To understand the importance of making change in adopting a more healthy lifestyle.
Physical Illness	To know how to recognise early signs of illness, such as weight loss, or unexplained changes to the body.
Healthy Minds	To know how and when to seek support including which adults to speak to in school if they are worried about their health. To know that it is common for people to experience mental health ill health.
Immunisation	To know the facts and science relating to allergies, immunisation and vaccination.
Nutrition and Food	
Food Choices	To know about the different food groups and their related importance as part of a balanced diet. To develop an awareness of their own dietary needs. To work independently and in groups, taking on different roles and collaborating towards common goals. To take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle.
Cooking	To know how to cook and apply the principles of nutrition and healthy eating. To prepare and cook with a variety of ingredients, using a range of cooking techniques.

Aspirations	
Identifying Strengths	To identify and talk about their own and others' strengths and weaknesses and how to improve. To self-assess, understanding how this will help their future actions. To be able to reflect on past achievements. To recognise achievements of others as being worthwhile and important.
Setting Goals	To begin to set personal goals. To identify the skills they need to develop to make their contribution in the working world in the future. To make connections between their learning, the world of work and their future economic wellbeing.
Emotions	
Death and Grief	To develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures. To manage changing emotions and recognise how they can impact on relationships. To know about and understand the cyclic nature of life and how death is an inevitable part of this cycle.
Managing Conflict	To understand the need for empathy when peers are experiencing conflict at home.
Safety	
Drugs	To take action based on responsible choices.
Alcohol	To identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends.
Tobacco	
Substance Abuse	To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs.

Figure 10

Key Stage 1 (Years 1-2)

Communication	
Feelings	To recognise and communicate feelings to others.
Responses	To recognise and communicate feelings to others. To listen to, reflect on and respect other people’s views and feelings.
Opinions	To understand that it is important to share their opinions and to be able to explain their views. To learn to listen to other people and play and work co-operatively.
Co-operation	To recognise the importance of listening to other people. To understand the importance of being able to work cooperatively. To understand the concept of negotiation. To understand the importance of being able to play and work cooperatively. To work independently and in groups, taking on different roles and collaborating towards common goals. To take part in a simple debate about topical issues. To share opinions and explain their views. To reflect on the similarities and differences between people.
Good Manners	To know the conventions of courtesy and manners.
Bullying	
Definition	To learn about bullies and bullying behaviour. To understand the difference between impulsive and considered behaviour.
Unkindness	To understand that name-calling is hurtful and avoidable. To recognise how their behaviour affects other people.
Behaviour	To understand what is and what is not bullying behaviour. To understand the difference between impulsive and considered behaviour. To recognise the difference between good and bad choices. To recognise how their behaviour affects other people. To recognise how attitude and behaviour, including bullying, may affect others. To recognise how their behaviour and that of others may influence people both positively and negatively. To understand who can help if someone is affected by bullying. To recognise that there are people who care for and look after them.
Fairness	
Fair and Unfair	To recognise what is fair and unfair. To learn to take part in discussions with the whole class.
Comparisons	To learn about others. To reflect on the similarities and differences between people. To recognise and respect similarities and differences between people.
Behaviour	To understand that family and friends should care for each other. To recognise how their behaviour affects other people. To recognise how their behaviour and that of others may influence people both positively and negatively.
Right and Wrong	To understand the difference between right and wrong. To recognise right and wrong, what is fair and unfair and explain why.
Teasing	To learn strategies to cope with unfair teasing. To understand that there are different types of teasing and bullying. To consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying.
Kindness	To recognise what is kind and unkind behaviour. To understand that family and friends should care for each other. To recognise how their behaviour and that of others may influence people both positively and negatively.
Family and Friends	
Friendship	To learn how to develop positive relationships with peers. To identify different relationships that they have and why these are important. To understand the importance of making friends. To identify and respect the differences and similarities between people. To develop positive relationships through work and play.

	<p>To learn about some similarities and differences between people from different countries and the importance of cross-cultural friendships.</p> <p>To learn about the importance of sharing as part of friendship and kindness.</p> <p>To recognise the difference between right and wrong and what is fair and unfair.</p>
Family	<p>To learn about the importance of family.</p> <p>To recognise that family and friends should care for each other.</p> <p>To recognise that there are people who care for and look after them.</p> <p>To identify their special people and what makes them special.</p> <p>To identify different relationships that they have and why these are important.</p>

Figure 11

Lower Key Stage 2 (Years 3-4)

Communication	
Clear Messages	<p>To recognise that there are many ways to communicate.</p> <p>To understand the need to communicate clearly.</p>
How to Listen	To understand why it is important to listen to others.
Responding to Others	To talk about their views on issues that affect themselves and their class.
Expressing Opinions	<p>To know how to communicate their opinions in a group.</p> <p>To listen to and show consideration for other people's views.</p>
Collaboration	
Working Together	<p>To work co-operatively, showing fairness and consideration to others.</p> <p>To understand why it is important to work collaboratively.</p> <p>To take the lead, prioritise actions and work independently and collaboratively towards goals.</p>
Shared Goals	<p>To know how to identify ways to improve the environment.</p> <p>To know how to spot problems and find ways of dealing with them.</p>
Bullying	
Reactions	<p>To know how to recognise the difference between isolated hostile incidents and bullying.</p> <p>To recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying.</p>
Self-Worth	To understand what self-esteem is and why it is important.
Persistence & Resilience	<p>To understand the terms 'resilience' and 'persistence' and why these character traits are important.</p> <p>To face new challenges positively and know when to seek help.</p>
Negative Persistence	<p>To know how to recognise bullying behaviour.</p> <p>To recognise right and wrong, what is fair and unfair and explain why.</p> <p>To understand the nature and consequences of negative behaviours such as bullying and aggressiveness.</p>
Similarities and Differences	
Connections	<p>To understand how we are all connected by our similarities.</p> <p>To recognise and respect similarities and differences between people.</p>
Family Links	<p>To know and understand how the make-up of family units can differ.</p> <p>To empathise with another viewpoint.</p>
Religious Views	<p>To understand and appreciate the range of different cultures and religions represented within school.</p> <p>To learn about the need for tolerance for those of different faiths and beliefs.</p> <p>To understand the term 'diversity' and appreciate diversity within school.</p> <p>To recognise and challenge stereotyping and discrimination.</p>
Friendship	<p>To know and understand the features of a good friend.</p> <p>To understand why it is important to be positive in relationships with others.</p> <p>To know how to communicate their opinions in a group setting.</p> <p>To work co-operatively, showing fairness and consideration to others</p> <p>To understand why it is important to be positive in relationships with others.</p> <p>To know that most friendships have ups and downs and that these can often be worked through.</p> <p>To know what sorts of boundaries are appropriate in friendship with peers and others, including in a digital world.</p> <p>To know and understanding the characteristics of friendship.</p> <p>To understand why is important to be positive in relationships with others.</p>

Figure 12

Upper Key Stage 2 (Years 5-6)

Communication	
Confidentiality	To recognise that there are many different ways to communicate. To understand the need for confidentiality in certain situations.
Listening	To know and understand the importance of listening to others. To understand the role of the listener in any relationship.
Responding	To recognise that there are many ways to communicate. To understand the need to both listen and speak when communicating with others.
Collaboration	
Teamwork	Understand that there are many situations in which collaboration is necessary. To understand the need to develop team work skills.
Shared Goals	To recognise that there are many roles within a community.
Community Spirit	To understand the need to collaborate in a group situation.
Similarities and Differences	
Race and Ethnicity	To learn about racial discrimination and its impact on societies, past and present.
Gender Stereotypes	To learn about gender discrimination and its impact. To challenge stereotyping and discrimination.
Culture	To learn about the importance of family in different cultures. To recognise and respect similarities and differences between people.
Healthy Relationships	
Physical Contact	To know about and understand the importance of touch in a range of contexts. To know the difference between appropriate and inappropriate touches.
Support and Care	To know that relationships can change as a result of growing up.
Marriage	To know that marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
Mental Wellbeing	To know that bullying including cyberbullying has a negative and often lasting impact on mental wellbeing.
Online Relationships	To know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others including when we are anonymous. To know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. To know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

Figure 13

Key Stage 1 (Years 1-2)

Rules and Responsibilities	
Rules and Expectations	<p>To understand the reason why we have rules.</p> <p>To learn about rules as expectations.</p> <p>To understand to agree and follow rules for their group and classroom.</p> <p>To understand the why we have rules / expectations.</p> <p>To learn about how they can contribute to the life of the class.</p> <p>To suggest rules that would improve things for the common good.</p>
Taking Turns	<p>To understand why it is important to be able to take turns.</p> <p>To agree and follow rules for a collaborative game.</p> <p>To take turns and share as appropriate.</p>
Lending and Borrowing	<p>To understand the concept of 'borrowing'.</p> <p>To show responsibility to others.</p>
Sharing	<p>To understanding the importance of sharing.</p> <p>To know that everyone has a responsibility to consider the needs of others.</p>
Caring	<p>To understand that people and other living things have needs and that they have responsibilities to meet them.</p> <p>To learn about responsibility to others.</p> <p>To consider ways of looking after the school or community and how to care for the local environment.</p>
Communities	
Our School	<p>To understand their role in the class community.</p> <p>To know how to contribute to the life of the classroom.</p>
Belonging	<p>To understand that they belong to various groups and communities.</p> <p>To work independently and in groups, taking on different roles and collaborating towards common goals.</p> <p>To develop a sense of belonging in the wider community.</p>
Local Citizenship	<p>To understand the role of the local community.</p> <p>To consider ways of looking after the school or community and how to care for the local environment.</p> <p>To suggest rules that would improve things for the common good.</p> <p>To develop a strong relationship with the local community.</p> <p>To understand the importance of shared responsibility within all communities.</p>
Money and Finance	
Money	<p>To understand where money comes from.</p> <p>To recognise notes and coins.</p> <p>To understand the role of money in our society.</p> <p>To identify the different types of work people do and learn about different places of work.</p> <p>To recognise where money comes from and the choices people make to spend money on things they want and need.</p> <p>To understand why it is important to keep money safe.</p> <p>To understand the importance of managing money carefully.</p> <p>To understand that we cannot always afford the items we want to buy.</p>
Choices	<p>To understand the importance of choices and spending money wisely.</p>
Enterprise	<p>To gain a basic understanding of enterprise.</p> <p>To contribute to enterprise activities.</p>
Extremism	
Fact and Opinion	<p>To understand the meaning and differences between 'fact' and 'opinion'.</p> <p>To learn that beliefs are kinds of opinions that should be accepted, but not necessarily adopted.</p> <p>To recognise how to deal with situations involving peer pressure.</p>
Right and Wrong	<p>To recognise how to deal with situations involving confrontation.</p> <p>To recognise and respect similarities and differences between people.</p>
Valuing Difference	<p>To understand the meaning of 'same' and 'different'.</p> <p>To understand that difference is a positive feature.</p>

Figure 14

Lower Key Stage 2 (Years 3-4)

Rules and Responsibilities	
Rules	To understand why rules are needed in different situations. To recognise that rules may need to be changed.
Thinking Ahead	To understand why it is important to plan ahead and think of potential consequences as a result of their actions.
Taking the Lead	To understand why it is important to behave responsibly. To recognise that actions have consequences.
Collaboration	
Different Communities	To understand why it is important to be part of a community.
School Communities	To understand why it is important to be part of a community.
Discrimination	
Gender Stereotypes	To know and understand the terms 'discrimination' and 'stereotype'. Challenge stereotypes relating to gender and work.
Economic Awareness	
Money Choices	To learn about and reflect on their own spending habits / choices. To understand why financial management and planning is important from a young age.

Figure 15

Upper Key Stage 2 (Years 5-6)

Rights and Responsibilities	
Structure	To understand why structure is needed in different situations. To understand the term 'anarchy' and understand the implications of living in an anarchic society.
Law & Order	To know and understand the meaning of democracy, sovereignty, dictatorship, government and monarchy.
UN Rights	To learn about organisations such as the United Nations. To understand the importance and significance of equal rights.
Diversity	
Community	To understand the benefits of living in a diverse community and learn to celebrate diversity. To talk with a wide range of adults.
Economic Awareness	
Budgeting	To learn about budgeting and what it means to budget. To understand why financial management and planning is important from a young age.
Consumer Sense	To know and understand financial terms such as loan, interest, tax and discount. To make connections between their learning, the world of work and their future economic wellbeing. To show initiative and take responsibility for activities that develop enterprise capability.
Enterprise	
Generating Income	To know and understand the principles of enterprise. To understand profit and loss.
Raising Money	To know and understand the principles of charity work.
Extremism	
Radicalisation and Terrorism	To recognise extremism and radicalisation. To identify why and how people are recruited into radicalised activity. To identify some of the stereotypes relevant to radicalisation. To identify the risks faced in relation to extremist activity.

Figure 16

Appendix 4 – 3D PSHE Coverage Matrix (Online Safety – Safe Zone)

<u>Key Stage 1 (Years 1-2)</u>	
<u>Copyright and Ownership</u>	<ul style="list-style-type: none"> • I can explain why work. • I create using technology belongs to me (e.g. 'It's my idea' or 'I designed it'). • I can save my work so that others know it belongs to me (e.g. filename, name or content). • I can describe why other people's work belongs to them. • I can recognise that content on the internet may belong to other people.
<u>Self image and Identify:</u>	<ul style="list-style-type: none"> • I can recognise that there are many people online who could make me feel sad, embarrassed or upset. • If something happens that make me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust. • I can explain how other people's identity online can be different to their identity in real-life. • I can describe ways in which people might make themselves look different online. • I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened. I can give examples of how I might get help.
<u>Managing Online Information:</u>	<ul style="list-style-type: none"> • I can use the internet to find things out. • I can use simple keywords in search engines. • I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable, worried or frightened. • I can use keywords in search engines. • I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons, links, tabs and sections). • I can explain what voice activated searching is and how it might be used (e.g. Alexa, Siri, Google Now).
<u>Privacy and Security:</u>	<ul style="list-style-type: none"> • I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's name, where I go to school). • I can explain why I should always ask a trusted adult before I share any information about myself online • I can explain how passwords can be used to protect information and devices. • I can explain what passwords are and can use passwords for my accounts and devices. • I can explain how many devices in my home could be connected to the internet and can list some of those devices.
<u>Online Relationships:</u>	<ul style="list-style-type: none"> • I can use the internet to communicate with people I don't know well (e.g. email a pen-pal in another school / country). • I can give examples of how I might use technology to communicate with others I don't know well.
<u>Online Reputation:</u>	<ul style="list-style-type: none"> • I can explain how information put online about me can last for a long time. • I know who to talk to if I think someone has made a mistake about putting something online.
<u>Online Bullying:</u>	<ul style="list-style-type: none"> • I can give examples of bullying behaviour and how it could look online. • I understand how bullying can make someone feel. • I can talk about how someone can / would get help about being bullied online or offline.
<u>Lower Key Stage 2 (Years 3-4)</u>	
<u>Self Image and Identify:</u>	<ul style="list-style-type: none"> • I can explain what is meant by the term 'identity'. • I can explain how I can represent myself in different ways online. • I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming, using an avatar, social media). • I can explain how my online identity can be different to my offline identity. • I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. • I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.
<u>Online Relationships:</u>	<ul style="list-style-type: none"> • I can describe ways in which people who have similar likes and interests can get together online. • I can give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak). • I can explain some risks of communicating online with others I don't know very well. • I can explain why I should be careful who I trust online and what information I can trust them with. • I can explain how my, and other people's, feelings can be hurt by what is said or written online. • I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable, or worried. • I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life.

	<ul style="list-style-type: none"> I can explain what is meant by ‘trusting someone online.’ I can explain why this is different from ‘liking someone online’ and why it is important to be careful about who to trust online including what information and content they are trusted with. I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online are the same as sharing offline e.g. sharing images and videos. I can describe strategies for safe and fun experiences in a range of online social environments (e.g. live streaming, gaming platforms). I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. I can explain how content shared online may feel unimportant to one person but may be important to other people’s thoughts feelings and beliefs.
<u>Online Bullying:</u>	<ul style="list-style-type: none"> I can describe appropriate ways to behave towards other people online and why this is important. I can give examples of how bullying behaviour could appear online and how someone can get support. I can recognise when someone is upset, hurt or angry online. I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).
<u>Online Reputation:</u>	<ul style="list-style-type: none"> I can search for information about myself online. I can recognise that I need to be careful before I share anything about myself or others online. I can give examples of what anyone may or may not be willing to share about themselves online. I know who I should ask if I am not sure if I should put something online. I can describe how to find out information about others by searching online. I can explain ways that some of the information about anyone online could have been created, copied or shared by others.
<u>Managing Online Information:</u>	<ul style="list-style-type: none"> I can demonstrate how to use key phrases in search engines to gather accurate information online. I can explain what autocomplete is and how to choose the best suggestion. I can explain the difference between a ‘belief’, ‘an opinion’ and a ‘fact’ and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). I can describe how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened. I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be. I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn’t.
<u>Health, Well-being and Lifestyle:</u>	<ul style="list-style-type: none"> I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, video). I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or websites). I can explain how using technology can be a distraction from other things, in both a positive and negative way. I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.
<u>Privacy and Security:</u>	<ul style="list-style-type: none"> I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or feel pressurised, I should ask a trusted adult. I understand and can give reasons why passwords are important. I can describe simple strategies for creating and keeping passwords private. I can describe how connected devices can collect and share my information with others. I can describe strategies for keeping personal information private, depending on the context.

	<ul style="list-style-type: none"> • I can explain that internet use is never fully private and is monitored, e.g. adult supervision. • I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. • I know what the digital age of consent is and the impact this has on online services asking for consent.
<u>Copyright and Ownership:</u>	<ul style="list-style-type: none"> • I can explain why copying someone else’s work from the internet without permission can cause problems. • I can give examples of what those problems might be. • When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. • I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.
<u>Upper Key Stage 2 (Years 5-6)</u>	
<u>Privacy and Security:</u>	<ul style="list-style-type: none"> • I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. • I can explain what app permissions are and can give some examples. • I can explain what a strong password is and demonstrate how to create one. • I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). • I can explain what to do if a password is shared, lost or stolen. • I can describe how and why people should keep their software and apps up to date, e.g. auto updates. • I can describe simple ways to increase privacy on apps and services that provide privacy settings. • I can describe ways in which some online content targets people to gain money or information illegally. • I can describe strategies to help me identify such content (e.g. scams, phishing). • I know that online services have terms and conditions that govern their use.
<u>Self Image and Identify:</u>	<ul style="list-style-type: none"> • I can explain how identity online can be copied, modified or altered. • I can demonstrate how to make responsible choices about having an online identity, depending on context. • I can identify and critically evaluate online content relating to gender, race, religion, disability, culture, and other groups, and explain why it is important to challenge and reject inappropriate representations online. • I can describe issues online that could make anyone feel sad, worried, uncomfortable, or frightened. I know and can give examples of how to get help, both on and offline. • I can explain the importance of asking until I get the help needed.
<u>Online Reputation:</u>	<ul style="list-style-type: none"> • I can search for information about an individual online and summarise the information found. • I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect. • I can explain the ways in which anyone can develop a positive online reputation. • I can explain strategies anyone can use to protect their ‘digital personality’ and online reputation, including degrees of anonymity. • To contribute to enterprise activities.
<u>Managing Online Information:</u>	<ul style="list-style-type: none"> • I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engines. I can explain how some technology can limit the information I am presented with e.g. voice-activated searching giving one result. • I can explain what is meant by ‘being sceptical’; I can give examples of when and why it is important to be ‘sceptical’. • I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results. • I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. • I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads. • I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers). • I can explain what is meant by the term ‘stereotype’, how ‘stereotypes’ are amplified and reinforced online, and why accepting ‘stereotypes’ may influence how people think about others. • I can describe how fake news may affect someone’s emotions and behaviour, and explain why this may be harmful.

	<ul style="list-style-type: none"> • I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share. • I can explain how search engines work and how results are selected and ranked. • I can explain how to use search technologies effectively. • I can describe how some online information can be opinion and can offer examples. • I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. • I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news). • I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important. • I understand the concept of persuasive design and how it can be used to influence peoples' choices. • I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this. • I can define the terms 'influence, 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news) • I can describe the difference between online misinformation and disinformation. • I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation). • I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.
<p><u>Health, Well-being and Lifestyle:</u></p>	<ul style="list-style-type: none"> • I can describe ways technology can affect health and well-being both positively (e.g. wellbeing apps) and negatively. • I can describe some strategies, tips or advice to promote health and well-being with regards to technology. • I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals. • I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing. • I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. • I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. • I can recognise features of persuasive design and how they are used to keep users engaged (current and future use). • I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).
<p><u>Copyright and Ownership:</u></p>	<ul style="list-style-type: none"> • I can assess and justify when it is acceptable to use the work of others. • I can give examples of content that is permitted to be reused and know how this content can be found online. • I can demonstrate the use of search tools to find and access online content which can be reused by others. • I can demonstrate how to make references to and acknowledge sources I have used from the internet.
<p><u>Online Relationships:</u></p>	<ul style="list-style-type: none"> • I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs). • I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault. • I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups). • I can explain how someone can get help if they are having problems and identify when to tell a trusted adult. • I can demonstrate how to support others (including those who are having difficulties) online. • I can explain how sharing something online may have an impact either positively or negatively. • I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. • I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.

	<ul style="list-style-type: none"> I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.
<p><u>Online Bullying:</u></p>	<ul style="list-style-type: none"> I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. I can describe how what one person perceives as playful joking and teasing (including ‘banter’) might be experienced by others as bullying. I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. I can identify a range of ways to report concerns and access support both in school and at home about online bullying. I can explain how to block abusive users. I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix). I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me. I can explain how someone would report online bullying in different contexts.

As a prime area of the Early Years Curriculum, PSED (Personal, Social and Emotional Development) is known to be a vital part of Early Learning.

All key areas of the Early Years PSED curriculum are covered in creative and innovative ways within the Early Years 3D PSHE programme.

We have used four simple headings to organise the PSED statements, in order to help children understand their relevance and importance. These are referenced, as appropriate, on each lesson plan.



It's All About... Taking Part!

Encouraging young children to participate and be actively involved in home, school and community life at an individual, group and class level, understanding how to behave appropriately in different situations.



It's All About... Being Smart!

Encouraging young children to think carefully, to develop positive attitudes towards themselves and others, to recognise and have confidence in their own abilities and talents and to know how to manage personal hygiene, as well as keeping healthy and safe, linked to behaviour and potential consequences.



It's All About... Where to Start!

Encouraging young children to be confident, to show initiative in a range of different situations and settings and to develop strategies for how to solve problems and resolve conflicts.



It's All About... Having Heart!

Encouraging young children to show sensitivity and compassion towards others, to manage their feelings, to develop positive, caring and respectful relationships with both children and adults and to cooperate and share willingly.

Modern British values are embedded, both implicitly and explicitly within the teaching resources, so that, from a very early age, children are being taught the importance of tolerance, democracy, respect and rules and responsibilities.

Figure 17

Managing Self	Lessons
<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (ELG) It's all about...taking part! 	Lesson 6 'Taking the Plunge' Lesson 15 'One Gold Star'
<ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and try to behave accordingly (ELG) It's all about...taking part! 	Lesson 5 'What a Problem' Lesson 25 'Litter Bug'
<ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (ELG) It's all about...being smart! 	Lesson 3 'I Like...' Lesson 12 'Clean and Tidy' Lesson 21 'Getting in a Knot'

Self-Regulation	Lessons
<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (ELG) It's all about...having heart! • Set work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (ELG) It's all about...being smart! • Give focused attention to what the teachers say, responding appropriately even when engaged in activity, show and ability to follow instructions involving several ideas or actions (ELG) It's all about...being smart! 	<p>Lesson 2 'Nan's House' Lesson 13 'Bully Boy' Lesson 20 'The New Pet'</p> <p>Lesson 10 'Rainy Days'</p> <p>Lesson 18 'A Piece of Cake'</p>
Building Relationships	Lessons
<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others (ELG) It's all about...taking part! • Form positive attachments to adults and friendships with peers (ELG) It's all about...having heart! • Show sensitivity to their own and others' needs (ELG) It's all about...being smart! 	<p>Lesson 4 'It's Your Turn' Lesson 9 'Stick to the Rules' Lesson 24 'Playtime Games'</p> <p>Lesson 7 'An Old Friend' Lesson 14 'Family Fun' Lesson 23 'Eid Mubarak'</p> <p>Lesson 1 'Hide and Seek' Lesson 11 'I Feel Poorly' Lesson 19 'Busy Body'</p>

Figure 18

Appendix 6 – Parental Engagement

Email to parents' March 2023 for feedback following staff review of the policy.

Mid-year PSHE Review

Over the last few years, there have been many developments to the national PSHE curriculum. In accordance with these changes, we have adapted our PSHE policy.

Our PSHE Policy has been written to ensure The Bliss Charity School meets the requirements of the National Curriculum 2014 for Science and the non-statutory framework for Personal, Social, Health and Economic (PSHE) Education and Citizenship for Key Stages 1 and 2.

In line with the Education Act 2002/Academies Act 2010, we aim to provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

Our PSHE Policy also takes into account the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (June 2019, updated September 2021)', 'Teaching Online Safety in School (June 2019, updated January 2023)' and 'Parental Engagement on Relationships Education (October 2019)'.

After reading this policy, we would appreciate it if you could spare a few minutes to complete the 'Parent View' survey below.

<https://forms.office.com/e/NkpX32ix6c>

