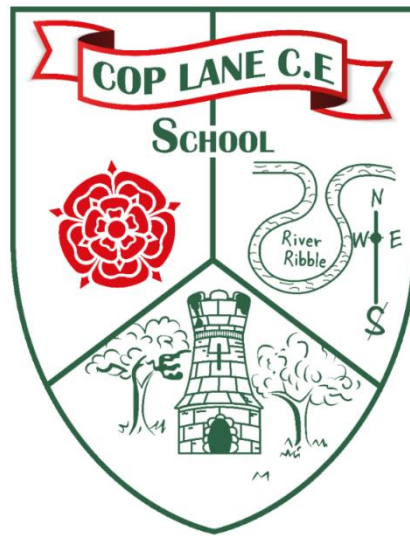


# Cop Lane C.E. Primary School



## PSHE Policy (including sex and relationships) – Autumn 2024

This policy is embedded in our school's mission statement and distinctive Christian vision:

*A welcoming Christian community, committed to one another, giving our very best at all times.*

Our church school is a welcoming and caring Christian family where everyone is valued and supported so that they can flourish. We aim to instill a lifelong love of learning and nurture everyone's individual talents. Through Jesus Christ, our aspirations, hopes and dreams can be achieved.

*'I can do all things through Christ who strengthens me.'*  
Philippians 4.13

Consultation has taken place	The school workforce	Governors	Children & young people	Families
	date: 16.03.20	date: 23.06.20	date: 03.02.20	date: 02.09.20
Date formally approved by Governors:	17 <sup>th</sup> November 2020			
Date policy became effective:	November 2020		Review Date: Autumn 2025	
Person(s) responsible for implementation & monitoring	Mr Ian. P. Ashmore/ Mrs S. Hodgson			
Links to other relevant policies	SMSC	Safeguarding	Online safety	Food & Drink
	Confidentiality	Anti-bullying	SEND inclusion	Equalities
	Visitor	Behaviour		

### **Christian View of Relationships**

**‘You shall love your neighbour as yourself.’ Matthew 22v.39**

The greatest commandment Jesus taught was to love God and your neighbour. Within this commandment is the foundation of the Christian view of relationships. At Cop Lane Church of England Primary School, our relationship education seeks to live out this command and explore how we can ‘love our neighbour’ through what we say and do. Our school focuses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship.

Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being.

### **Legal Framework and Statutory Requirements**

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) ‘Relationships, Education, Relationships and Sex Education (RSHE) and Health Education’
- DfE (2013) ‘Science programmes of study: key stages 1 and 2’.
- DfE (2024) ‘Keeping children safe in education 2024’ (KCSIE)

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

## **Purpose**

This policy covers our school's approach to statutory guidance on Relationships Education, Health Education (HRE) and all non-statutory elements of PSHE.

At Cop Lane C.E. Primary School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed choices about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

## **Overall School Aims and Objectives**

At Cop Lane CE Primary School, our mission statement is '*A welcoming Christian community, committed to one another, giving our very best at all times*'. The aims of relationship and sex education at Cop Lane CE Primary School are:

Our school's overarching aims and objectives for our pupils are:

- To ensure Sex and Relationships education is part of a child's broad, balanced curriculum. integral to the basic curriculum of the school and part of the child's all-round development.
- To provide a framework in which sensitive discussions can take place.
- To prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- To help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- To help pupils develop feelings of self-respect, confidence and empathy.
- To create a positive culture around issues of sexuality and relationships.
- To teach pupils the correct vocabulary to describe themselves and their bodies.
- To ensure that all understand the importance of respecting others and accepting those who differ, yet challenging behaviours and attitudes which exploit others and do not reflect Christian values.
- To know how to 'love your neighbour' even when you might disagree.

## **Roles and Responsibilities**

The Governing Board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resources, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring that the religious ethos of the school is maintained and developed through the subjects.

The Headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal from parents.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing the policy on an annual basis.

The relationships, sex and health education subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the National Curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher/ Governing Board.

The appropriate teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Teaching in line with the Church of England foundation of the school
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.

- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment of requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs and pupils with SEND.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

**Note: Staff do not have the right to opt out of the teaching of PSHE including sex and relationship education. Staff who have concerns about teaching PSHE are encouraged to discuss this with the Headteacher**

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

Pupils are responsible for:

- Engaging fully in PSHE, and when discussing issues related to PSHE, treat others with respect and sensitivity.

### **Policy Development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a working group pulling together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to look at the school's draft policy/ proposed scheme of work
4. Pupil consultation – we investigated what exactly pupils want from their PSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

## **Organisation of the Curriculum**

From September 2020, every primary school is required to deliver statutory relationships and health education.

For the purpose of this policy, **‘relationships and sex education’** is defined as teaching pupils about health, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

For the purpose of this policy, **‘health education’** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

The delivery of relationships and health education coincide with one another and will be delivered as part of the school’s PSHE curriculum. The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) ‘Relationships, Education, Relationships and Sex Education (RSHE) and Health Education’ guidance. The relationships and health curriculum takes into account the views of our teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

To support teaching and learning across school, we use quality assured resources from the PSHE association and 1Decision. Children in Y1-Y6 regularly use journalling to express themselves and self-regulate their emotions. We also use journalling as an additional safeguarding tool (it is another forum for pupil voice which staff monitor closely and use to safeguard and support our children).

There is a clear (child friendly) 'Code of Conduct' for all PSHE lessons which we use to keep everybody safe. Classrooms have 'Askit Baskets' for children to use whenever they need to.

As a school, we consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Meetings
- Training sessions
- Newsletters and letters.

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the Headteacher
- Phoning the school

The school has organised a curriculum that is age appropriate for pupils within each year group, based on the views of teachers, pupils and parents. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

## **Relationships Education Overview**

### **Families and people who care for me**

By the end of primary school, pupils will know:

- That families are important for them growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That other peoples' families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### **Caring Friendships**

By the end of primary school, pupils will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

### **Respectful Relationships**

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

### **Online Relationships**

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

### **Being Safe**

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.



- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.

### **Health Education Overview**

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

### **Mental Wellbeing**

By the end of primary school, pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

## **Internet Safety and Harms**

By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age-restricted.
- 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.
- How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

## **Physical Health and Fitness**

By the end of primary school, pupils will know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school if they are worried about their health.

## **Healthy Eating**

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.

- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

### **Drugs, Alcohol and Tobacco**

By the end of primary school, pupils will know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### **Health and Prevention**

By the end of primary school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

### **Basic First Aid**

By the end of primary school, pupils will know:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first aid, for example dealing with common injuries, including head injuries.

### **Changing Adolescent Bodies**

By the end of primary school, pupils will know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

- About menstrual wellbeing and key facts relating to the menstrual cycle.

*The school is free to determine, within the statutory curriculum content outlined above in both relationships and health education, what pupils are taught during each year group. The school always considers the age and development of pupils when deciding what will be taught in each year group. The school plans a progressive curriculum, such that topics are built upon knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.*

Please see **appendix 1 for the school's curriculum overview.**

### **Sex Education**

All pupils must be taught about the aspects of sex education outlined in the primary science curriculum – this includes teaching them about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The school is free to determine whether pupils should be taught sex education beyond what is required of the science curriculum. At our school, we teach pupils sex education beyond what is required of the science curriculum.

Parents are fully consulted in the organisation and delivery of our sex education curriculum. The age and development of pupils is always considered when delivering sex education. An outline of sex education at Cop Lane is provided below:

#### **Year 6**

- Sexual intercourse and how a baby is made
  - Contraception – an overview

If a child asks a question that does not relate to the topics above, teachers will explain that the child consult his/ her parent for an answer. The school will normally seek to inform parents when such a question has been asked.

In some cases, a question or request for advice may indicate the pupil to be a risk or in danger, in which appropriate action will be taken in accordance with the school's written policy and procedure for child protection. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

### **Parents' Right to Withdraw**

Parents **do not** have the right to withdraw their children from relationships education. However, parents have the right to withdraw their children from the non-statutory/ non-science components of sex education.

Requests for withdrawal should be put in writing using the form in appendix 2 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed on the pupil's educational record. The Head teacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

### **Training**

Staff are trained on the delivery of PSHE including sex and relationships as part of their induction and it is included in our continuing professional development calendar.

The Headteacher may also invite visitors from outside the school such as the school nurse to provide support and training to staff teaching PSHE including sex and relationships.

### **Equality and Accessibility**

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The school is committed to making adjustments and adaptations wherever possible to promote accessibility and inclusivity of the curriculum.

The school understands that people with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust behavioural policy, as well as a child protection and safeguarding policy, which set out expectations of pupils.

### **Curriculum Links**

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.

Relationships, sex and health education will be linked to the following subjects in particular:

- **Science** - pupils learn about the main external parts of the body and changes to the body as it grows from old age, including puberty.
- **Computing** – pupils learn about online safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequence of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

### **Monitoring**

The delivery of PSHE including sex and relationships is monitored by the subject leader and SLT through various monitoring activities such as planning scrutinies, learning walks, pupil voice and looking at pupil's work.

Pupil's development in PSHE including sex and relationships is monitored by the class teachers as part of our internal assessment systems.

This policy was written by Mr Ian P. Ashmore in January 2020.

It was approved by governors in November 2020. It was reviewed and updated in Autumn 2024 by Mr Ashmore and Mrs Hodgson.

The policy will be reviewed in Autumn 2025 or earlier if needed.

Signed:

*I. P. Ashmore*

Date: 01.10.24

## Appendix 1 – PSHE Overview – 2024/2025

### Cop Lane C of E Primary School – PSHE Overview 2024 - 2025

	Autumn Term 1 Service	Autumn Term 2 Peace	Spring Term 1 Trust	Spring Term 2 Forgiveness	Summer Term 1 Hope	Summer Term 2 Thankfulness
	Dogs Trust worship and workshops Anti-Bullying Week 11 <sup>th</sup> – 15 <sup>th</sup> November 2024		Safer Internet Day 11 <sup>th</sup> February 2025 Children's mental health awareness week 3 <sup>rd</sup> – 9 <sup>th</sup> February 2025		Sing Up Day TBC Music celebration – end July 2025	
R	COVERED THROUGHOUT THE YEAR IN PERSONAL, SOCIAL AND EMOTIONAL / KEY WORKER TIME AND THROUGH THE 1 DECISION EARLY YEARS PORTAL AND RESOURCES/GO NOODLE MINDFULNESS Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. Throughout the units, children will learn to: Manage their own needs: Personal hygiene. Know and talk about the different factors that support their overall health and well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine and being a safe pedestrian. 1 DECISION EARLY YEARS PORTAL					
	1 Decision The Colour Monster Clean and healthy bodies – germs, keeping our bodies clean, oral health. Pink Goes to School Red's Hearing Aid Red Needs the Toilet Red Visits the Dentist Red Brushes His Teeth Orange Brushes Her Teeth Pink Misses Mummy Orange Feels Worried Red's Nut Allergy Why Does Purple Play Differently?	1 Decision Yellow Play Fights Green's Greens Rainbow's Food Journey Blue Learns to Share Blue's Best Friend Blue's Indoor Voice Green Gets Glasses	1 Decision Green Gets Glasses Yellow's Bedtime Rainbow Helps at Home Pink's Screen Time Purple Watches the News Orange Helps Out	1 Decision Blue Gets Lost Orange Sleeps Over  Fairy tales Gone Wrong Get Some Rest, Sleeping Beauty Keep Running Gingerbread Man Rapunzel, Rapunzel, Wash Your Hair Stinky Jack and the Beanstalk Eat Your Greens, Goldilocks Don't Pick Your Nose, Pinocchio	1 Decision Orange Moves House Green Stays in Hospital Purple's Pet Bird Red Goes Swimming Pink Feels Sad Rainbow Feels Angry	1 Decision Blue Explores Road Safety Purple the Passenger Rainbow Visits the Seaside Rainbow's Day Out Green Moves up a Year Yellow Goes on Holiday Making relationships with Year 1 staff

## Cop Lane C of E Primary School – PSHE Overview 2024 - 2025

	*all stories/input may move across the year depending on need and being reactive to events/repeat/class			Blow Your Nose, Big Bad Wolf Give Us a Smile Cinderella		
<b>My Happy Mind PSED (see educational programmes for details)</b>		<p><b>MEET YOUR BRAIN</b></p> <p>Express our feelings and consider the feelings of others. Identify and moderate our own feelings socially and emotionally. Show an understanding of our own feelings and those of others, and begin to regulate our behaviour accordingly. Work and play cooperatively and take turns with others. Show sensitivity to our own and to others' needs.</p> <p>Our brains help us with lots of different jobs. We need to look after our brains for us to be at our best. When we learn something new our brain remembers it for next time.</p>	<p><b>CELEBRATE</b></p> <p>See ourselves as valuable individuals.  We all have things about us that are special. These are called Character Strengths. Our Character Strengths help us to be our best. We feel great when we use our Character Strengths.</p>	<p><b>APPRECIATE</b></p> <p>How being grateful or being thankful makes us feel. The different ways to show gratitude or to express our thanks. The importance of taking time out to stop and be grateful or thankful.</p>	<p><b>RELATE</b></p> <p>Build constructive and respectful relationships. Express our feelings and consider the feelings of others. Think about the perspectives of others. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Explain the reasons for rules, know right from wrong and try to behave accordingly. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to our own and to others' needs.</p> <p>How to develop good listening skills. The importance of listening to others. What we can learn when we listen to others.</p>	<p><b>ENGAGE</b></p> <p>Show resilience and perseverance in the face of challenge. Set and work towards simple goals, being able to wait for what we want and control our immediate impulses when appropriate. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>What Goal Setting is. Why goals are important. How to review our goals.</p>



## Cop Lane C of E Primary School – PSHE Overview 2024 - 2025

	Autumn Term 1 Service	Autumn Term 2 Peace	Spring Term 1 Trust	Spring Term 2 Forgiveness	Summer Term 1 Hope	Summer Term 2 Thankfulness
<b>Y1</b>	<p>Living in the wider world</p> <p>How can we look after each other and the world?</p> <ul style="list-style-type: none"> <li>• <i>Ourselves and others</i></li> <li>• <i>the world around us</i></li> <li>• <i>caring for others</i></li> <li>• <i>growing and changing</i></li> </ul>	<p>Relationships</p> <p>What is the same and different about us?</p> <ul style="list-style-type: none"> <li>• <i>Ourselves and others</i></li> <li>• <i>similarities and differences</i></li> <li>• <i>individuality</i></li> <li>• <i>our bodies</i></li> </ul>	<p>Health and wellbeing</p> <p>Who helps us to stay safe?</p> <ul style="list-style-type: none"> <li>• <i>Keeping safe</i></li> <li>• <i>people who help us</i></li> </ul>	<p>Health and wellbeing</p> <p>What helps us stay healthy?</p> <ul style="list-style-type: none"> <li>• <i>Being healthy</i></li> <li>• <i>Hygiene</i></li> <li>• <i>Medicines</i></li> <li>• <i>people who help us with health</i></li> </ul>	<p>Relationships</p> <p>Who is special to us?</p> <ul style="list-style-type: none"> <li>• <i>Ourselves and others</i></li> <li>• <i>people who care for us</i></li> <li>• <i>groups we belong to</i></li> <li>• <i>families</i></li> </ul>	<p>Living in the wider world</p> <p>What can we do with money?</p> <ul style="list-style-type: none"> <li>• <i>Money</i></li> <li>• <i>making choices</i></li> <li>• <i>needs and wants</i></li> </ul>
<b>My Happy Mind</b>		<p><b>MEET YOUR BRAIN</b></p> <p>Where our brain is in our body and what it looks like. That our brain has 3 main parts, and it works best when they work together. The 3 parts are Team H-A-P: Hippocampus, Amygdala and Prefrontal Cortex. That when we feel big emotions, our Amygdala can react and take over our brain, sending the Hippocampus and Prefrontal Cortex to sleep. That Happy Breathing helps our entire body, including our brain, to relax and wakes up the Hippocampus and Prefrontal Cortex. That if we want to improve at</p>	<p><b>CELEBRATE</b></p> <p>What Character Strengths are and how they make us unique and special. About the 5 Character Strengths and what they mean: <u>1.Love</u> and Kindness 2.Bravery and Honesty 3.Exploring and Learning 4.Teamwork and Friendship 5.Love of Life and Our World.</p> <p>That the best way to learn more about your strengths is to notice them. That our strengths are like superpowers, and when we use them, it helps us to be our best and feel happy. That it is nice to tell other people when they use their</p>	<p><b>APPRECIATE</b></p> <p>What 'appreciate' means, what types of things we appreciate, and how we can show appreciation. That we can appreciate others, experiences and ourselves, not just material things. We will be able to identify the categories on the Wheel of Gratitude. How to develop an Attitude of Gratitude. We will learn that showing gratitude makes us feel good; when we make someone feel good, it makes us feel good too. How Happy Breathing exercises help to remind us to appreciate the things we might forget. By practising giving gratitude over and over again, our brains will</p>	<p><b>RELATE</b></p> <p>That relate means to get along with others and understand another person, and that we can relate with family, friends, and teachers in different ways. How our Character Strengths help us get along with others and that it is ok that we are all different. What Active Listening is. What 'Stop, Understand and Consider' means and how this can help us with friendship issues. That Happy Breathing can help us if we have big emotions when falling out with friends.</p> <p><i>Vocab: Character Strengths, Relate, Get</i></p>	<p><b>ENGAGE</b></p> <p>What engage means and what types of things we can engage in. That when we engage in something and feel happy, we can do the activity better. That we can set goals; sometimes these can be to do with learning, and other times they are to do with a hobby. How to set a class goal using the 3 steps. That setting goals and achieving them can make Team H-A-P happy too. That just because we can't do something straight away, it doesn't mean we won't be able to in the future.</p>

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		<p>something, we need to practise repeatedly, and our brain helps us get better each time. This is called Neuroplasticity</p> <p><i>Vocab: Brain, Cells, Team H-A-P, Hippocampus, Amygdala, Prefrontal Cortex, Happy Breathing, Neuroplasticity, Big Emotions</i></p>	<p>strengths, as it makes them feel good.</p> <p><i>Vocab: Character Strengths, Love and Kindness, Bravery and Honesty, Exploring and Learning, Teamwork and Friendship, Love of Life and Our World, Unique, Special, Strengths Spotting</i></p>	<p>improve at appreciating things and people. This is called Neuroplasticity. That when we give and receive gratitude, it makes Team H-A-P happy and they can work well together.</p> <p><i>Vocab: Appreciate, Grateful, Thankful, Gratitude Wheel, Ourselves, Others, Experiences, Team H-A-P, Attitude of Gratitude, Neuroplasticity</i></p>	<p><i>Along, People, Active Listening, 'Stop, Understand and Consider'</i></p>	<p><i>Vocab: Engage, Activity, Goal, Goal Setting, 'Feel Good, Do Good,' Believe to Achieve, Happy Breathing, Team H-A-P, Habits</i></p>
Y2	<p>Relationships</p> <p>What makes a good friend?</p> <ul style="list-style-type: none"> <li>• Friendship</li> <li>• feeling lonely</li> <li>• managing arguments</li> </ul>	<p>Relationships</p> <p>What is bullying?</p> <ul style="list-style-type: none"> <li>• Behaviour</li> <li>• bullying</li> <li>• words and actions</li> <li>• respect for others</li> </ul> <p><i>Christian value - friendship</i></p>	<p>Health and wellbeing</p> <p>What helps us to stay safe?</p> <ul style="list-style-type: none"> <li>• Keeping safe</li> <li>• recognising risk</li> <li>• rules</li> </ul> <p>(Think PREVENT) <i>Christian value - trust</i></p>	<p>Health and wellbeing</p> <p>How do we recognise our feelings?</p> <ul style="list-style-type: none"> <li>• Feelings</li> <li>• Mood</li> <li>• times of change</li> <li>• loss and bereavement</li> <li>• growing up</li> </ul> <p><i>Christian value - compassion</i></p>	<p>Health and wellbeing</p> <p>What can help us grow and stay healthy?</p> <ul style="list-style-type: none"> <li>• Being healthy</li> <li>• eating, drinking, playing and sleeping</li> </ul> <p><i>Christian value - wisdom</i></p>	<p>Living in the wider world</p> <p>What jobs do people do?</p> <ul style="list-style-type: none"> <li>• People and jobs</li> <li>• Money</li> <li>• role of the internet</li> </ul>
My Happy Mind		<p>MEET YOUR BRAIN</p> <p>More about what our brain looks like and that it is fully grown by the age of 6. That our brain helps us to make good decisions and remember what we have learnt. That the Amygdala causes us to Fight, Flight or Freeze. Children will be asked to reflect and think of examples of how they use each of Team H-A-P. That when we learn something new, our</p>	<p>CELEBRATE</p> <p>About the same 5 Character Strengths as Year 1, but we will be asked to think about what each strength means and some examples of the strengths in action. The 5 Character Strengths are:</p> <ol style="list-style-type: none"> <li>1. Love and Kindness</li> <li>2. Bravery and Honesty</li> <li>3. Exploring and Learning</li> <li>4. Teamwork and Friendship</li> <li>5. Love of Life and our World.</li> </ol>	<p>APPRECIATE</p> <p>That being thankful or having gratitude are other words for appreciating. What the Wheel of Gratitude is and that it is important to focus on all parts of the Wheel of Gratitude: ourselves, others, and experiences. When we show gratitude to someone, it makes them feel good. When we make someone feel good, it makes us feel good too. This is because a special</p>	<p>RELATE</p> <p>That we relate to different people in different ways and that different people relate differently, too. How our Character Strengths can help us get along with other people. We will learn that we all have different strengths, which is ok. That it is ok that some people react differently to us and that, just because their reaction is different, it isn't wrong. How to spot the</p>	<p>ENGAGE</p> <p>When we feel good, we do good. Goal Setting is a good way to help us achieve what we want. If we set goals, we are more likely to achieve them. The 3 steps to set a goal and practise setting goals as a class. How Happy Breathing can help when goals are tricky.</p> <p><i>Vocab: Engage, Activity, Goal, Perseverance, Goal Setting, 'Feel Good, Do</i></p>

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		<p>brain remembers it and grows. We'll learn about Neuroplasticity and think of examples of how we can use it to help us. How we can use Happy Breathing to help Team H-A-P work as a team, but also how Happy Breathing can help with Neuroplasticity.</p> <p><i>Vocab: Brain, Cells, Team H-A-P, Hippocampus, Amygdala, Prefrontal Cortex, Happy Breathing, Neuroplasticity, Grow, 'Fight, Flight, Freeze'</i></p>	<p>When we use our Character Strengths, we can be our very best selves and that we all have our own unique set of strengths, and we are all different. What Neuroplasticity is and how we can grow our Character Strengths if we practise using them. How to recognise the Character Strengths in ourselves. To think about which Character Strengths we would like to grow or use more of.</p> <p><i>Vocab: Character Strengths, Love and Kindness, Bravery and Honesty, Exploring and Learning, Teamwork and Friendship, Love of Life and Our World, Unique, Special, Strength Spotting, Neuroplasticity, Grow</i></p>	<p>chemical gets released into our brains which makes us feel amazing. Team H-A-P loves it when we appreciate ourselves, so it is important to be kind to ourselves and others. How being grateful for ourselves can be hard and Happy Breathing can help us.</p> <p><i>Vocab: Appreciate, Grateful, Thankful, Wheel of Gratitude, Ourselves, Others, Experiences, Team H-A-P, Happy Breathing</i></p>	<p>characteristics of a good friend and recognise this in ourselves. How to actively listen and why this helps us to get along with others. We will look at what happens if we don't actively listen and how this can affect our ability to get along with others. That Team H-A-P feels happy when we actively listen because we are using all parts of the team. How to 'Stop, Understand and Consider' and why it is important to do this before responding. How Happy Breathing can help us with friendship issues by keeping us calm.</p> <p><i>Vocab: Character Strengths, Relate, Get Along, People, Active Listening, Team H-A-P, Happy Breathing, 'Stop, Understand and Consider', Friendships, Relationships, Differences</i></p>	<p><i>Good', Believe to Achieve, Happy Breathing, Habits</i></p>
Y3	<p>Relationships</p> <p>How can we be a good friend?</p> <ul style="list-style-type: none"> <li>• Friendship</li> <li>• Making positive friendships</li> <li>• Managing loneliness</li> </ul> <p><i>Dealing with arguments</i></p>	<p>Relationships</p> <p>What are families like?</p> <ul style="list-style-type: none"> <li>• Families</li> <li>• Family life</li> <li>• Caring for each other</li> </ul>	<p>Health and wellbeing</p> <p>What keeps us safe?</p> <ul style="list-style-type: none"> <li>• Keeping safe</li> <li>• recognising risk</li> <li>• rules</li> </ul> <p>(Think PREVENT)</p>	<p>Health and wellbeing</p> <p>Why should we eat well and look after our teeth?</p> <ul style="list-style-type: none"> <li>• Being healthy</li> <li>• Eating well</li> <li>• Dental care</li> </ul>	<p>Health and wellbeing</p> <p>Why should we keep active and sleep well?</p> <ul style="list-style-type: none"> <li>• Being healthy</li> <li>• Keeping active</li> <li>• Taking rest</li> </ul>	<p>Living in the wider world</p> <p>What makes a community?</p> <ul style="list-style-type: none"> <li>• Community</li> <li>• Belonging to groups</li> <li>• Similarities and differences</li> </ul> <p><i>Respect for others</i></p>
My Happy Mind		<p>MEET YOUR BRAIN</p> <p>How to focus your mind to help you train your brain. About Team H-A-P</p>	<p>CELEBRATE</p> <p>Scientists discovered that we all have 24 Character Strengths but in different</p>	<p>APPRECIATE</p> <p>That we can forget to appreciate what is around us and that Happy</p>	<p>RELATE</p> <p>That our strengths can be really helpful in friendships by helping us</p>	<p>ENGAGE</p> <p>How our feelings affect our ability to do well in an activity and learn that we</p>



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	<p>and their roles in more detail. How our emotions impact Team H-A-P and how to support our brains to relax when feeling sad, stressed or worried. Why our Amygdala behaves the way it does and how evolution has shaped how it works. How we can use Happy Breathing during times of stress and how our Hippocampus stores the memory of this when we practise. About Neurons and Neural Pathways and the role they play in learning. How to look after our brains to help them to be at their best.</p> <p><i>Vocab: Brain, Cells, Hippocampus, Amygdala, Prefrontal Cortex, Mind, Focus, Neuroplasticity, Neuron, Neural Pathway, Happy Breathing, Fight, Flight, Freeze, Oxygen</i></p>	<p>amounts. We all have 24 strengths, but children will focus on the 5 main categories of Character Strengths and think about them like a pick and mix bag of sweets. The five main categories of Character Strengths are:</p> <ol style="list-style-type: none"> <li>1. Love and Kindness</li> <li>2. Bravery and Honesty</li> <li>3. Exploring and Learning</li> <li>4. Teamwork and Friendship</li> <li>5. Love of Life and our World.</li> </ol> <p>Half of our character is set by genetics and the other half from our experiences. Our character can grow based on our experiences, just like their brains do with Neuroplasticity. Why it is important to spot strengths in others and how they can be used. That strengths can help us to approach difficult situations. When we use our Character Strengths, we can be our best selves because we are feeling happy, safe, and calm, and this makes Team H-A-P happy.</p> <p><i>Vocab: Character Strengths, Genetics, Love</i></p>	<p>Breathing can help us appreciate the little things we may forget. That the more we show gratitude, the easier it is - we can use Neuroplasticity. How to develop an Attitude of Gratitude What happens when we give gratitude and how the giver and receiver feel. That Dopamine gets released in our brain when we give gratitude and this helps Team H-A-P work together. Dopamine can especially help the Amygdala stay calm and even the thought of gratitude can release Dopamine. How when we appreciate ourselves and feel good about our strengths, we will use them even more. We can use Character Strengths to appreciate others too.</p> <p><i>Vocab: Appreciate, Grateful, Thankful, Wheel of Gratitude, Ourselves, Others, Experiences, Team H-A-P, Happy Breathing, Dopamine, Attitude of Gratitude, Neuroplasticity</i></p>	<p>to accept other people's differences and how this is a good thing. That when we face differences in opinions or challenges with friendships, it can be hard to remember we all have differences. We will learn how the skill 'Stop, Understand and Consider' can help us with friendships. Everyone sees things differently and that this is a positive thing. Children will learn they can ask 'what do you think about that?' to help them better understand and relate to others. That the more we practise seeing other perspectives, the more the brain will remember it. Children will learn Neuroplasticity works with relating to others too. That we normally choose our friends because of their character. That we all see things from different perspectives; friends can help us solve problems by approaching them differently. How Active Listening can help our friendships and what happens if we don't Actively Listen with our friendships. That when we</p>	<p>have to feel good to do good. What Big Dream Goals are. How to use perseverance and resilience to help us not give up on something. That we have to 'Believe to Achieve'. How to set our own Big Dream Goals.</p> <p><i>Vocab: Engage, Activity, Goal, 'Feel Good, Do Good', Believe to Achieve, Happy Breathing, Habits, Perseverance, Resilience, Big Dream Goals</i></p>
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			<p><i>and Kindness, Bravery and Honesty, Exploring and Learning, Teamwork and Friendship, Love of Life and our World, Unique, Special, Strengths Spotting, Neuroplasticity, Team H-A-P</i></p>		<p>listen to friends, they will know that we care for them</p> <p><i>Vocab: Character Strengths, Relate, Get Along, People, Active Listening, Team H-A-P, Happy Breathing, 'Stop, Understand and Consider', Friendships, Relationships, Differences</i></p>	
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	Autumn Term 1 Service	Autumn Term 2 Peace	Spring Term 1 Trust	Spring Term 2 Forgiveness	Summer Term 1 Hope	Summer Term 2 Thankfulness
Y4	<p>Living in the wider world</p> <p>How can our choices make a difference to others and the environment?</p> <ul style="list-style-type: none"> <li>• <i>Caring for others</i></li> <li>• <i>The environment; people and animals</i></li> <li>• <i>Shared responsibilities, making choices and decisions</i></li> <li>•</li> </ul>	<p>Relationships</p> <p>How do we treat each other with respect?</p> <ul style="list-style-type: none"> <li>• <i>Respect for self and others</i></li> <li>• <i>Courteous behaviour</i></li> <li>• <i>Safety;</i></li> <li>• <i>Human rights</i></li> <li>•</li> </ul>	<p>Health and wellbeing</p> <p>How can we manage risk in different places?</p> <ul style="list-style-type: none"> <li>• <i>Keeping safe; out and about;</i></li> <li>• <i>Recognising and managing risk</i></li> </ul>	<p>Health and wellbeing</p> <p>How can we manage our feelings?</p> <ul style="list-style-type: none"> <li>• <i>Feelings and emotions</i></li> <li>• <i>Expression of feelings</i></li> <li>• <i>Behaviour</i></li> </ul>	<p>Health and wellbeing</p> <p>What makes up our identity?</p> <ul style="list-style-type: none"> <li>• <i>Identity</i></li> <li>• <i>Personal attributes and qualities</i></li> <li>• <i>Similarities and differences</i></li> <li>• <i>Individuality</i></li> <li>• <i>Stereotypes</i></li> <li>•</li> </ul>	<p>Health and wellbeing</p> <p>What strengths, skills and interests do we have?</p> <ul style="list-style-type: none"> <li>• <i>Self-esteem</i></li> <li>• <i>Self-worth</i></li> <li>• <i>Personal qualities</i></li> <li>• <i>Managing set back</i></li> </ul>
My Happy Mind		<p>MEET YOUR BRAIN</p> <p>How to train our minds to focus on whatever we want. We will learn that this is Neuroplasticity, and we can do anything we put our mind to. How we use each part of Team H-A-P and reflect on when we use them to develop our understanding. How the Amygdala reacts to real and perceived danger. About what triggers our own Amygdala to fight, flight and freeze, and how we can train our brain to calm our Amygdala down. About the brain's structure and how Neurons carry</p>	<p>CELEBRATE</p> <p>That scientists have discovered that we all have 24 Character Strengths, but in different amounts. To identify our top Character Strengths out of the following: <u>1.Love</u> and Kindness 2.Bravery and Honesty 3.Exploring and Learning 4.Teamwork and Friendship 5.Love of Life and Our World.</p> <p>Why Strengths Spotting is so powerful and how the best way to learn about strengths is by noticing them. How when we spot strengths over and over, we will build Neural Pathways to create a habit. That</p>	<p>APPRECIATE</p> <p>How we can develop an Attitude of Gratitude at home and school. How to create a Gratitude Domino Effect - when we notice what makes us feel good, we show more gratitude to others and then that makes them feel good and show more gratitude too. That the more time we think about gratitude, the stronger the Neural Pathways get and the easier it is to give gratitude. This is because of Neuroplasticity, and we need to make it a habit. How giving gratitude can help us get through tough times, and when we can see</p>	<p>RELATE</p> <p>That when we use Stop, Understand and Consider, it gives us time to pause, understand where others are coming from and consider how to respond best. When we see things from different perspectives, our brain will remember and grow; this helps children to build better relationships. That friends can help us see things from a different perspective and that's why we should talk to our friends about our problems. Why it is important to show gratitude to our friends when they help. That the skills needed to listen actively can help us to 'Stop, Understand and</p>	<p>ENGAGE</p> <p>That to engage means to pay attention and put effort into something. How our feelings affect our ability to do well in an activity and learn that we have to feel good, to do good. What Big Dream Goals are. How to use perseverance and resilience to help us not give up on something. That we have to Believe to Achieve. How to set our own Big Dream Goals</p> <p><i>Vocab: Engage, Activity, Goal, Perseverance, Feel Good, Do Good, Believe to</i></p>

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		<p>messages to create Neural Pathways. How Neural Pathways help us to form habits. More about how to look after our brains and what happens if we don't. We will learn how our minds can feel like a snow globe, leaving us unable to see clearly.</p> <p><i>Vocab: Brain, Cells, Hippocampus, Amygdala, Prefrontal Cortex, Mind, Focus, Neuroplasticity, Neuron, Neural Pathway, Happy Breathing, 'Fight, Flight, Freeze', Oxygen, Real Danger, Perceived Danger, Trigger</i></p>	<p>Character Strengths can help us solve problems and that everyone uses different strengths. Character Strengths can always help us. That Team H-A-P loves it when we use our Character Strengths because Dopamine gets released in the brain to help us perform at our best.</p> <p><i>Vocab: Character Strengths, Love and Kindness, Bravery and Honesty, Exploring and Learning, Teamwork, and Friendship, Love of Life and Our World, Unique, Special, Strengths Spotting, Neuroplasticity, Team H-A-P, Dopamine, Habits, Neural Pathways</i></p>	<p>everything we are grateful for, it makes the problems we face a little easier to manage.</p> <p><i>Vocab: Appreciate, Grateful, Thankful, Wheel of Gratitude, Gratitude Domino Effect, Yourself, Others, Experiences, Team H-A-P, Happy Breathing</i></p>	<p>Consider'. That it is important to listen to your friends and ask about their feelings and opinions to be a good friend. That it is also important for us to talk to friends too.</p> <p><i>Vocab: Character Strengths, Relate, Get along, People, Active Listening, 'Stop Understand and Consider', Friendships, Relationships, Differences, Perspectives</i></p>	<p><i>Achieve, Happy Breathing, Habits, Resilience, Dopamine</i></p>
Y5	<p>Living in the wider world</p> <p>What decisions can people make with money?</p> <ul style="list-style-type: none"> <li>• Money</li> <li>• Making decision</li> <li>• Spending and saving</li> </ul> <p>Termly debt aware visits ongoing throughout the year</p>	<p>Relationships</p> <p>How can friends communicate safely?</p> <ul style="list-style-type: none"> <li>• Friendship</li> <li>• Relationships</li> <li>• Becoming independent</li> <li>• Online safety</li> </ul> <p>Key Charity 5 sessions</p>	<p>Health and wellbeing</p> <p>How can we help in an accident or emergency?</p> <ul style="list-style-type: none"> <li>• Respect for self and others</li> <li>• Courteous behaviour</li> <li>• Safety;</li> <li>• Human rights</li> </ul>	<p>Health and wellbeing</p> <p>How can drugs common to everyday life affect health?</p> <ul style="list-style-type: none"> <li>• Drugs, alcohol and tobacco</li> <li>• Healthy habits</li> </ul>	<p>Health and wellbeing</p> <p>How we will grow and change?</p> <ul style="list-style-type: none"> <li>• Growing and changing</li> <li>• Puberty</li> </ul>	<p>Living in the wider world</p> <p>What jobs would we like?</p> <ul style="list-style-type: none"> <li>• Careers</li> <li>• Aspirations</li> <li>• Role models</li> <li>• The future</li> </ul>



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My Happy Mind		MEET THE BRAIN	CELEBRATE	APPRECIATE	RELATE	ENGAGE
		<p>The difference between our brain and mind. More detail about each part of the brain and why they work the way they do. How we can train their brains in times of stress by using Happy Breathing when our Amygdala gets triggered. How others react differently to us and that we all have different trippers that cause us to Fight, Flight or Freeze. How to more intentionally look after our brains to keep them healthy. The hormones in our brain and how we can manage them, including Dopamine and Cortisol.</p> <p><i>Vocab: Brain, Cells, Hippocampus, Amygdala, Prefrontal Cortex, Mind, Focus, Neuroplasticity, Neuron, Neural Pathway, Happy Breathing, 'Fight, Flight, Freeze', Oxygen, Real Danger, Perceived Danger, Trigger, Cortisol</i></p>	<p>How the 24 Character Strengths are organised into 6 key Virtues: Wisdom, Courage, Humanity, Justice, Temperance, and Transcendence. That Strengths Spotting shows children how strengths can be used in different ways. That we still have all 24 Character Strengths but, when we use our Top 5, Team H-A-P feels at its best. How we can move our strengths around and grow strengths by practising them through Neuroplasticity. That when we stop and reflect on using our strengths, our Hippocampus will store it as a memory. We will learn that when faced with a similar situation, we can remember how that strength can help. How Strengths Spotting can help Team H-A-P feel happy as when we use our strengths, Dopamine gets released, and we feel confident. We will also learn that using our strengths can help us manage our Cortisol levels.</p> <p><i>Vocab: Wisdom, Courage, Humanity, Justice, Temperance, Transcendence, Virtues, Strengths Spotting, Top Strengths, Neuroplasticity, Team H-A-P, Dopamine,</i></p>	<p>What appreciation means and think of ways to show appreciation to others. What we should focus on when thinking about gratitude. We will explore 3 questions to help us develop deeper levels of gratitude. Why it is important to tell others that we're grateful for them and how it makes others feel good when we create a Gratitude Domino Effect. How gratitude helps our bodies stay calm and releases Dopamine. This then helps to keep Team H-A-P happy and the Amygdala calm. That when we regularly give and receive gratitude, Dopamine will continuously be released, and even thinking about experiences or people we are grateful for releases Dopamine. That the more we think about gratitude, the stronger the Neural Pathways get and the easier it becomes. That an Attitude of Gratitude helps us to see all things we are grateful for and makes the problems we face a little easier. That often the hardest category to think about gratitude for is ourselves.</p> <p><i>Vocab: Appreciate, Grateful, Thankful, Wheel of Gratitude, Ourselves,</i></p>	<p>What our Top 5 Strengths are and which Virtue they fall under. That when we see things from different perspectives, we are using their Prefrontal Cortex and then our brain can remember this and store it in their Hippocampus. That we can train our brain to notice how people use their strengths differently. That strengths help release Dopamine and make Team H-A-P happy, calm and relaxed. That you are more likely to see different strengths and perspectives positively when Team H-A-P is working as a team. We can do Happy Breathing to stay calm when facing challenging situations and see other people's perspectives. That friends can help solve problems, and it is important to show gratitude towards them. This can help develop an Attitude of Gratitude, and the Gratitude Domino Effect makes everyone feel good. Skills needed to listen actively and how this will help them to 'Stop, Understand and Consider'. They will understand why this is so important in friendships</p>	<p>How to set goals linked to transition, which we can work toward to help us feel more comfortable with what is ahead. How to recognise our concerns and define strategies to overcome them. How we can use our strengths to leverage the opportunities that we are excited about. How to create goals around leveraging and practising the tools we have learned as we progress through to the next year of school.</p> <p><i>Vocab: Engage, Activity, Goal, Perseverance, 'Feel Good, Do Good', Believe to Achieve, Happy Breathing, Habits, Perseverance, Resilience, Dopamine, Cortisol, Team Goals</i></p>



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			<i>Habits, Neural Pathways, Cortisol</i>	<i>Others, Experiences, Team H-A-P, Happy Breathing, Dopamine, Attitude of Gratitude, Neuroplasticity, Habit, Domino Effect</i>	<i>Vocab: Character Strengths, Relate, Get along, People, Active Listening, 'Stop Understand and Consider', Friendships, Relationships, Differences, Perspectives, Team H-A-P, Dopamine</i>	
<b>Y6</b>	<b>Health and wellbeing</b>  How can we keep healthy as we grow? <ul style="list-style-type: none"> <li><i>Looking after ourselves</i></li> <li><i>Growing up</i></li> <li><i>Becoming independent</i></li> <li><i>Taking more responsibility</i></li> </ul>		<b>Living in the wider world</b>  How can media influence people? <ul style="list-style-type: none"> <li><i>Media literacy and digital resilience</i></li> <li><i>Influences and decision making</i></li> <li><i>Online safety</i></li> </ul>		<b>Relationships</b>  How do friendships change as we grow? <ul style="list-style-type: none"> <li><i>Different relationships</i></li> <li><i>Changing and growing</i></li> <li><i>Adulthood</i></li> <li><i>Independence</i></li> <li><i>Moving to secondary school</i></li> </ul>	
<b>My Happy Mind</b>		<b>MEET YOUR BRAIN</b>  Our brain and how it works. How our feelings impact our brain. Different ways to look after our brains so we can be our best selves. How to develop healthy habits to look after our mind.  Year 6 Transition Programme: Growth mindset and self-regulation techniques in times of stress. To reflect on our stress points as we relate to transitioning to secondary school (as these are different for everyone) and work through strategies to cope with these scenarios. To train our brain and how it grows each time. About the links between our	<b>CELEBRATE</b>  What character is. How we can use our Character Strengths to be at our best. About each of the 6 Virtues and 24 Character Strengths. Our own strengths and which ones we would like to grow.  Year 6 Transition Programme: What our top strengths are based on completing an official survey which will rank their Character Strengths from 1-24. More about what each of the 24 Character Strengths means and how they help us each day. How to grow our strengths to help us transition and overcome challenges. How our Character Strengths	<b>APPRECIATE</b>  The importance of gratitude. How to be grateful for ourselves, others and experiences. How to establish an Attitude of Gratitude and how it can help us to be the best that we can be. How to practise sharing gratitude with others and the positive effects this has on our wellbeing.  Year 6 Transition Programme: How gratitude can help us think about all we have in their lives to be thankful for. How to build our resilience by looking at when our bucket is full vs when our bucket is empty. How focussing on our appreciation around the	<b>RELATE</b>  How to have good relationships with others. Active Listening and how to use it to build relationships with others. How our Character Strengths can help us to get along with and relate to others.  Year 6 Transition Programme: How we go about making friendships today – what strengths we have here and what we can develop. How those skills are transferable to our upcoming changing environment. Strategies to manage friendships through change, transition and peer pressure by practising different	<b>ENGAGE</b>  How effectively we are using the habits learnt and how we can use them even more. How to help ourselves feel good and do good. How Goal Setting can help us to achieve even more.  Year 6 Transition Programme: How to set goals linked to transition, which we can work toward to help us feel more comfortable with what is ahead. How to recognise our concerns and define strategies to overcome them. How we can use our strengths to leverage the opportunities that we are excited about. How to create goals

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		<p>thoughts, feelings and actions and how the thoughts we have can influence how we act. About calming our Amygdala when facing stressful thoughts or having a tough time. How to manage our emotions to move forward positively and learn that we can train their minds just like our bodies. How to re-frame scary challenges to become exciting opportunities.</p> <p><i>Vocab: Brain, Cells, Hippocampus, Amygdala, Prefrontal Cortex, Mind, Focus, Neuroplasticity, Neuron, Neural Pathway, Happy Breathing, 'Fight, Flight, Freeze', Oxygen, Real Danger, Perceived Danger, Trigger</i></p>	<p>have helped us get to this point in their lives and how these skills and strengths are transferable to the secondary school environment.</p> <p><i>Vocab: Wisdom, Courage, Humanity, Justice, Temperance, Transcendence, Virtues, Strengths Spotting, Top Strengths, Neuroplasticity, Team H-A-P, Dopamine, Habits, Neural Pathways, Cortisol</i></p>	<p>strengths work we have done can remind us of what we DO have during times of stress. To establish a new perspective on how gratitude can help us to build resilience when we face tough times.</p> <p><i>Vocab: Appreciate, Grateful, Thankful, Wheel of Gratitude, Yourself, Others, Experiences, Team H-A-P, Happy Breathing, Dopamine, Attitude of Gratitude, Neuroplasticity, Habit, Gratitude Domino Effect</i></p>	<p>communication strategies. Strategies for seeing different perspectives through role play.</p> <p><i>Vocab: Character Strengths, Relate, Get along, People, Active Listening, 'Stop Understand and Consider', Friendships, Relationships, Differences, Perspectives, Team H-A-P, Dopamine</i></p>	<p>around leveraging and practising the tools we have learned as we progress through to secondary school.</p> <p><i>Vocab: Engage, Activity, Goal, Perseverance, 'Feel Good, Do Good', Believe to Achieve, Happy Breathing, Habits, Perseverance, Resilience, Dopamine, Cortisol, Team Goals</i></p> <p><b>Y6 TRANSITION PROGRAMME</b></p>
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Appendix 2 – Parent form: Withdrawal from sex education within PSHE



TO BE COMPLETED BY PARENTS			
<b>Name of child</b>		<b>Class</b>	
<b>Name of parent</b>		<b>Date</b>	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature:			
TO BE COMPLETED BY THE SCHOOL			
<b>Agreed actions from discussion with parents.</b>	<i>Include notes from discussions with parents and agreed actions taken. E.g. Joe Bloggs will be taking part in all relationships and during the sex education lessons, he will be working independently on a project in the Year 6 classroom.</i>		