

Intent



PSHE & RSE

Intent

At Ditton Lodge our vision statement is that 'Together we succeed as lifelong learners'. This is carried throughout every area of the curriculum including PSHE (Personal, Social, Health and Economic) and RSE (Relationships and Sex Education).

Our values are that children LEARN (Listen, Enjoy & take risks, Aim high & achieve, Respect and Never give up) these values will be demonstrated by students within each lesson.

Our programme aims to assist children to prepare for adult life by supporting them through their physical, emotional and moral development; and helping them to understand themselves, respect others and form and sustain healthy relationships.

PSHE & RSE



At Ditton Lodge, PSHE (Personal, Social, and Health Education) is a planned programme of learning where the children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe. As part of our whole school approach, PSHE develops the qualities and attributes that children need to manage opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and members of society.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHE programme can tackle barriers to learning and raise aspirations for our pupils. This feeds into our school values (Ditton Lodge's High Five) where we **L**isten, **E**njoy and take risks, **A**im high and achieve, **R**espect and **N**ever give up. At Ditton Lodge we have discrete, weekly PSHE lessons, following the Cambridgeshire Primary Personal Development Programme. These skills are also filtered through many aspects of school life.

As part of the PSHE programme of study, children are taught discrete RSE lessons. Good relationships are fundamental to our ethos and our success in being a happy, caring and safe school. Relationships and Sex Education (RSE) is lifelong learning about relationships, emotions, looking after ourselves, different families, sex, sexuality and sexual health. We aim for the children in our school to acquire the appropriate knowledge, develop their skills and form positive beliefs, values and attitudes. RSE has a key part to play in the personal, social, moral and spiritual development of young people.



PSHE & RSE

Aims



Our aims for PSHE are:

- to enhance skills for communication, empathy and healthy relationships which underpin both success in learning and positive relationships;
- to support the development of resilience, self-esteem, self-efficacy and aspiration;
- to offer accurate and relevant knowledge to support decisions about personal wellbeing and health;
- to explore the relevance of knowledge for personal situations and decision making;
- to offer opportunities to explore, clarify and if necessary, challenge, their own and others' values, attitudes, beliefs, rights and responsibilities;
- to offer the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.



PSHE & RSE

Aims



Our aims for RSE are:

- to provide a framework in which sensitive discussions can take place;
- to prepare children for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- to help children develop feelings of self-respect, confidence and empathy;
- to create a positive culture around issues of sexuality and relationships;
- to teach children the correct vocabulary to describe themselves and their bodies.



PSHE & RSE

National Curriculum



Although PSHE is a non-statutory subject, it is an important and necessary part of all pupils' education. There is no standardised framework or programme of study. At Ditton Lodge we use the Cambridgeshire Primary Personal Development Programme. This programme of study follows the government expectations that schools will equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. The Cambridgeshire programme of study includes the updated 2020 statutory guidance on: drug education, financial education, relationships and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

Definition

RSE is about the emotional, social and cultural development of children, and involves learning about relationships, healthy lifestyles, diversity, personal identity and sex education. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.



PSHE & RSE



Why is PSHE important?

PSHE underpins all subject areas. It develops the qualities and attributes that children need to manage opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and members of society.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHE programme can tackle barriers to learning and raise aspirations for our pupils.



Progress



The Cambridgeshire scheme of work shows progression throughout the key stages, building on prior learning. As the units of work cover a 2-year programme, the learning objectives are shared across 2-year groups to ensure coverage. The exception being the RSE unit of work that is year group specific.

The RSE units show progression from the naming of private parts in Key Stage 1 to puberty (Year 5) and human reproduction (Year 6) in Key Stage 2. A letter is sent out to parents before these units are taught, so parents are aware of the content. Parents do not have the right to remove their child from relationships education. They have the right to withdraw from the non-statutory components of sex education within RSE, such as learning about sexual intercourse in Year 6. If a parent wishes their child to be withdrawn from this part of the programme, they should discuss this with the Headteacher in the first instance. Then parents are required to confirm this in writing.



Long Term Planning



Implementation



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------|--|--|---|--|--|--|
| Reception | Beginning and belonging MMR1BBF | Family and friends inclusive of anti-bullying MMR2FFF My emotions MMR3MEF | Identities and diversity Cit1IDF Me and my world Cit2MWF | Healthy lifestyles HSL3HLF | Keeping safe inclusive of drug education HSL2KSF | My body and growing up HSL1BGF |
| Year 1 | Beginning and belonging MMR4BB12 Lost and found ENRLF12 | Family and friends MMR6FF12 Anti-bullying MMR7AB12 | Diversity and communities Cit4DC12 | Managing change MMR8MC12 | Managing risk HSL4MR12 Personal safety HSL9PS12 E-safety ENRES12 My wonderful body ENRLE1 <small>(Life Education Centre)</small> | Relationships and sex education* HSL6SR1 Healthy Lifestyles HSL7HL12 Drug education HSL8DE12 |
| Year 2 | Rights, rules and responsibilities Cit5RR12 | My emotions MMR5ME12 Anti-bullying MMR7AB12 | Working together Cit3WT12 | Financial capability EW1FC12 | Managing change MMR8MC12 Safety contexts HSL5SC12 Feelings ENRLE2 <small>(Life Education Centre)</small> | Relationships and sex education* HSL10SR2 Drug education HSL8DE12 |



Long Term Planning



| | | | | | | |
|--------|---|---|---|---|---|---|
| Year 3 | Beginning and belonging MMR9BB34 | Family and friends MMR11FF34 Anti-bullying MMR12AB34 | Diversity and communities Cit7DC34 | Managing change MMR13MC34 Meet the Brain ENRLE3 (Life Education Centre) | Personal safety HSL16PS34 E-safety ENRES34 | Relationships and sex education* HSL13SR3 Drug education HSL15DE34 |
| Year 4 | Rights, rules and responsibilities Cit8RR34 | My emotions MMR10ME34 Anti-bullying MMR12AB34 | Working together Cit6WT34 Financial capability EW2FC34 | Healthy lifestyles HSL14HL34 | Managing risk HSL11MR34 Safety contexts HSL12SC34 It's Great to be Me ENRLE4 (Life Education Centre) | Relationships and sex education* HSL17SR4 Drug education HSL15DE34 |



Long Term Planning



| | | | | | | |
|--------|--|---|---|--|--|---|
| Year 5 | Beginning and belonging MMR14BB56 | Family and friends MMR16FF56 Anti-bullying MMR17AB56 | Diversity and communities Cit10DC56 | Managing change MMR18MC56 | Personal safety HSL23PS56 E-safety ENRES56 Body image ENRBI56 Friends ENRLE5 (Life Education Centre) | Relationships and sex education* HSL20SR5 Drug education HSL22DE56 |
| Year 6 | Rights, rules and responsibilities Cit11RR56 | My emotions MMR15ME56 Anti-bullying MMR17AB56 | Working together Cit9WT56 Financial capability EW3FC56 Body image ENRBI56 | Healthy lifestyles HSL21HL56 | Managing risk HSL18MR56 Safety contexts HSL19SC56 Decisions ENRLE6 (Life Education Centre) | Relationships and sex education* HSL24SR6 Drug education HSL22DE56 |



Example of planning



Cambridgeshire Primary Personal Development Programme
Myself and My Relationships 7 AB 1/2 Anti-Bullying

KS1 • Years 1/2

Unit Context



Bullying happens in every school and its effects are often serious and long-term. Recent national surveys suggest that a significant number of primary school children think that bullying is 'a big problem' or 'quite a big problem' in their school. In Cambridgeshire many schools have taken part in the Health Related Behaviour Survey (HRBS) which asks specific questions regarding bullying. In the last 2013 survey, 34% of year 5/6 pupils reported they feel afraid of going to school because of bullying at least 'sometimes'. 24%

of year 5/6 pupils reported they had been bullied at or near school in the last 12 months. This unit is intended to support the school's preventative approach to bullying and should support the schools Anti-Bullying policy and complement the schools work on developing an anti-bullying ethos for the whole school community. The content of this unit is consistent with the DCSF guidance, Safe to Learn: Embedding anti-bullying work in schools 2007 and the DFE guidance Preventing and Tackling bullying 2014 and Cyberbullying: Advice for headteachers and school staff 2014. It also complements the Cambridgeshire PSHE Service Anti-Bullying Toolkit which is referenced and accessed through the Primary Personal Development Programme. Bullying is a complex issue and requires providing children with learning opportunities that will enhance their self esteem and sense of personal identity, develop their appreciation for difference and diversity, enable them to understand and manage their emotion and support them in forming and sustaining positive relationships. The Cambridgeshire document **Equally Safe** provides guidance on responding to prejudice related incidents.

Work in this unit will be supported by relevant school policies such as Community Cohesion, Equality, Inclusion, Behaviour Management and Safeguarding. The unit complements and can be taught in conjunction with the SEAL theme 'Say No to Bullying'.

As part of the requirement for schools to provide Spiritual, Moral, Social and Cultural development, they have to demonstrate how they promote British Values and address life in modern Britain. This unit contributes to

these agendas, alongside other themes within the Personal Development Programme and within the school's ethos and approach to a range of areas of school life. In particular, this unit includes activities that address rules and the law, responsibility for behaviour, respect for others, tolerance and harmony, discrimination.

Unit Description

This unit will develop children's understanding of what bullying behaviour looks like including physical, verbal and simple indirect forms of bullying. The children will explore simple reasons for why bullying happens, which includes exploring how bullying occurs when people do not respect and value diversity and difference. The children will consider the feelings of and emotional impact on those children who are bullied, those that witness bullying and those who bully others.

They will consider strategies for keeping themselves safe from bullying and strategies for responding to bullying when it may occur including the importance of being assertive and telling a trusted person. They will explore strategies for befriending and being kind to children who have been bullied. This unit will also provide an opportunity for children to consider where bullying may occur in their school and develop simple strategies to ensure that the school is a safe place where positive relationships are fostered

Notes for Staff

Most definitions of bullying usually have four aspects in common: it is hurtful behaviour, it is deliberately carried out, it is usually repeated over time; and involves an imbalance of power, which makes it hard for those being bullied to defend themselves. The DFE encourages all schools to involve their whole school community in developing a definition of bullying that is owned and understood by the children, staff, governors and parents/carers.

Staff should be aware that often when schools start to address proactively the issue of bullying in their school, there is an initial and temporary increase in the numbers of reported incidents. This is due to the raising of awareness and understanding of bullying and does not mean that there has been a sudden increase in the number of incidents of bullying.

Learning Expectations

At the end of this unit most pupils will

- Understand that bullying is deliberately hurtful behaviour and be able to give examples of the different forms of bullying.
- Be starting to understand that sometimes people are bullied because they may be different in some way from others.
- Be able to describe how it feels to be bullied or see someone else being bullied.
- Be starting to demonstrate simple ways of responding to bullying including the need to be assertive.
- Be able to demonstrate how to be kind to bullied children.
- Be able to identify places where bullying may occur at school and be starting to suggest simple strategies to make the school a safer place where bullying is less likely to occur.

Some pupils will not have made so much progress and will

- Be beginning to understand that bullying is deliberately hurtful behaviour and why bullying happens.
- Need support to be able to describe how it may feel to be bullied or see someone else being bullied.
- Also need support to understand simple ways of responding to bullying and how to be kind to bullied children.
- Be starting to identify safe and unsafe places where bullying may occur at school.

Some pupils will have progressed further and will

- Be able to give a range of examples of different forms of bullying including simple forms of cyberbullying.
- Understand that sometimes people are bullied because of issues relating to their identity.
- Be able to describe the feelings of those involved in bullying including those who bully others.
- Be able to confidently describe and demonstrate a number of assertiveness techniques when responding to bullying and will be starting to show that they can support others.



Example of planning



Notes for Staff (cont....)

Terminology used in this unit includes: 'person who is bullied' or 'target of bullying' (rather than 'victim'); 'person doing the bullying or using bullying behaviour' (rather than 'bully') and 'witnesses' or 'bystanders'. These terms are used to avoid the labelling of people and the implication that they are unable to change their behaviour. It also helps to support an understanding that people do not have fixed characteristics that cause them to become a 'bully' or a 'victim'.

Whether a person becomes the target of bullying or engages in bullying behaviour is usually determined by an individual's circumstance and situation.

Children need to understand that bullying behaviour is always wrong and that no-one deserves to be bullied. When delivering this unit of work, it is advisable to reflect on the ground rules which you have negotiated with the children, that will enable all children to fully participate with security and confidence.

As the activities in this unit include sharing aspects of personal identity, and exploring similarities and differences, it is important to have shared class ground rules in place and to review and reinforce them before and during this work. These need to include areas such as listening, respect, confidentiality, and caring for each other. Children need to feel able to be honest about their views and able to reflect on and develop them in a safe context. It is therefore important to be clear with them at the start about what constitutes racist comments, for example. The definition of a racist incident is 'any incident which is perceived to be racist by the victim or any other person' (Rec.12 Stephen Lawrence Inquiry Report). In the course of this unit, children may make prejudiced comments or express controversial views which require a response. Should teachers not feel equipped to challenge or respond to such comments immediately, it is advisable to acknowledge the remark(s) and state that they need examining and that you will return to the issue in the next lesson/tomorrow when you have reflected on and considered the points or comments expressed in more depth. This will give you the opportunity to seek advice from senior staff in school and/or your local Equality service as appropriate.

Activities for Recording Assessment

A at the end of an activity indicates an opportunity for recording assessment.

Activity 1.2 Listen to the children's questions and their opinions about the scenarios to assess their understanding of what constitutes bullying. Alternatively, record the scenarios on cards. After listening to the scenarios, ask the children to post them into a *Bullying or Not Bullying* box. (see key characteristics of bullying in Notes for Staff).

Activity 4.2 Use the children's response to this Draw and Write to assess their understanding of how it can feel to be bullied.

Activity 7.3 Use the children's response to this Draw and Write to assess their understanding of strategies they can take to respond to bullying and keep themselves safe.

Out of School Learning

Ask the children to talk about bullying with their parents/carers and share the stories about bullying that they heard in the classroom. Ask the children to describe to their parents/carers the strategies they would use to protect themselves if they were being bullied and seek help e.g. always telling a trusted adult or friend, ignoring the person who is bullying you, saying 'No!' and asking the person who is bullying you to stop what they are doing, speaking assertively and using assertive body language.

Sensitive Issues



Sensitive issues to be aware of are marked in the **Point to Note** column with this symbol. Bullying can be a particularly sensitive subject for children and staff. Before delivering this unit of work it is important to ensure that you are aware of any current personal issues for children including children who may have experienced being bullied in the past or those who may have been witnesses or perpetrators of bullying. You will also want to be aware of children who could be susceptible to being bullied and therefore could feel uncomfortable during activities that focus on learning about bullying. See **Teaching Guidance** for **background information** on bullying for information on vulnerability factors.

As 'being different' is sometimes used as a reason for bullying someone, it is important to be sensitive to the individual differences between the children in the class and note where these differences may make some children more vulnerable to being bullied than others.

Vulnerable groups may include children from different racial and cultural backgrounds, children who follow a faith or certain beliefs, children from same sex parent/carer households and children with additional needs and disabilities. Girls and boys who fail to conform to typical forms of gender behaviour are often targeted by their peers. This can result in sexist (e.g. 'sissy', 'girl'), or sexual (e.g. 'tart', 'slag') and/or homophobic (e.g. 'queer', 'poof'), biphobic or transphobic name calling and social exclusion.

It is advisable to ensure that the ground rules you have negotiated with the children include strategies that will enable all children, including those who have experienced bullying in some way, to safely participate and contribute with security and confidence.

These rules should include not mentioning or naming individual children when discussing examples of bullying. It is particularly important when using role play to ensure that all children are comfortable with the roles that they undertake, e.g. a child who has been bullied may feel very uncomfortable taking on the part of a bullied child in role play. Children should be given the freedom of choice and the permission to 'pass' in activities such as Circle Time.

Resources for This Unit

Specific resources for delivering the **Teaching Activities** in this unit are referred to in the **Points to Note** column as appropriate.

Generic resources to support teaching and learning are also referred to in the **Points to Note** column.

All these resources can be accessed and downloaded using the **PD Planning Tool**.

Additionally, on screen users can access directly any resource shown in red type by clicking on it.

For example:

See **Teaching Guidance** for information on **Circle Time** and using the **Draw and Write** technique.

A full list of resources is included at the end of this guide

Linked Units

FF 1/2 Family and Friends

ME 1/2 My Emotions

DC 1/2 Diversity and Communities

ES 1/2 E-safety

Example of planning



| Section A - Defining Bullying | | | |
|---|--|--|---|
| Learning Objectives | Possible Success Criteria | Teaching Activities | Points to Note |
| <p>1. To begin to understand what bullying is and recognise examples of physical, verbal and simple indirect forms of bullying including cyberbullying.</p> | <p>To be able to:</p> <ul style="list-style-type: none"> explain how bullying behaviour is a form of unkind behaviour that is done on purpose and usually happens again and again explain why bullying behaviour is always wrong describe how bullying can be physical or verbal identify simple indirect forms of bullying in a story or a scenario (e.g. leaving people out of games) identify simple forms of cyberbullying (e.g. receiving a nasty message on a children's social networking site) | <p>1.1 In <i>Circle Time</i>, discuss why it is important to be kind to others. Ask the children to discuss how they are kind to each other. Use the sentence stem, <i>One way to be kind to others is</i> to explore acts of kindness. Discuss ways that people can sometime be unkind to each other. Read a story or show the children some pictures or a short video clip which involves bullying. Ask the children to describe what is happening to the people in the story/pictures and how everyone is feeling. Record their thoughts and ideas and introduce the word 'bullying'.</p> <p>Explain that bullying is deliberately hurtful behavior that usually happens repeatedly. It can be physical, verbal or indirect such as leaving people out and giving nasty looks. Bullying can also take place electronically and is called cyberbullying.</p> | <ul style="list-style-type: none"> See Teaching Guidance for information on Circle Time. When delivering this unit of work, it is advisable to reflect on the ground rules, which you have negotiated with the children that will enable all children to fully participate with security and confidence. SEAL Say No to Bullying Year 1/2 (Blue) See the short story Sean and Lisa which explores the key characteristics of bullying. Also see the SEAL photocards for pictures Key characteristics of bullying can be found in the introduction to the unit. When recording children's views on bullying it may help to group their ideas in relation to these key characteristics. You can also record their views under physical, verbal and indirect forms of bullying. Some children may make reference to cyberbullying as another form of bullying. There is growing evidence of the increase in the number of younger children using online technology to communicate, socialise and play with friends. Examples of cyberbullying include receiving nasty messages and being 'blocked' as a friend on a social networking site. |
| | | <p>1.2 In <i>Circle Time</i>, introduce a puppet Sammy and explain that Sammy thinks that some children in her/his class may be being bullied at school but she/he is not sure. Read the scenarios to the children and encourage the children to ask relevant questions to find out whether or not this hurtful behaviour is bullying. A</p> | <ul style="list-style-type: none"> See Teaching Guidance for information on using Puppets. See Resource 1 Bullying Scenarios - Bullying/Not Bullying Use the children's responses to these activities to develop a definition of bullying for your class. This could be shared with the school council and used to develop a children's definition for the school. The definition can be incorporated in a class Anti-Bullying Charter and the school's Anti-Bullying Policy. |



Impact



PSHE & RSE

Impact





How do you document learning, monitor progress and achievement?



PSHE and RSE are heavily discussion based, therefore there is not always an expectation for written work. To ensure coverage and learning objectives achieved, teachers and teacher assistants, delivering the lessons, keep a class book. Within this learning objectives are recorded, along with the discussions had and photographs of work achieved during the lesson. If children have produced written work, an example will be included in the class book.

At the end of each unit the planning outlines the learning expectations and what most children should have achieved as well as what a child who has made less progress will have achieved and a child that has progressed further.

Throughout the lesson the teacher or teaching assistant will be assessing the children's understanding and any misconceptions will be addressed.

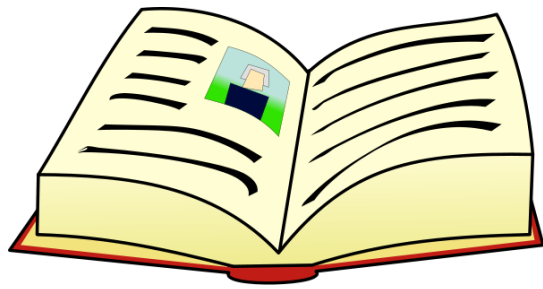
Additionally, PSHE and RSE are monitored through planning scrutiny, learning walks and pupil perceptions.

Impact



How do you measure the impact of PSHE & RSE teaching?

- Look through class books.
- Talk with children about their learning.
- Observe children using skills taught across their daily life – this links also with Ditton Lodge's High 5.



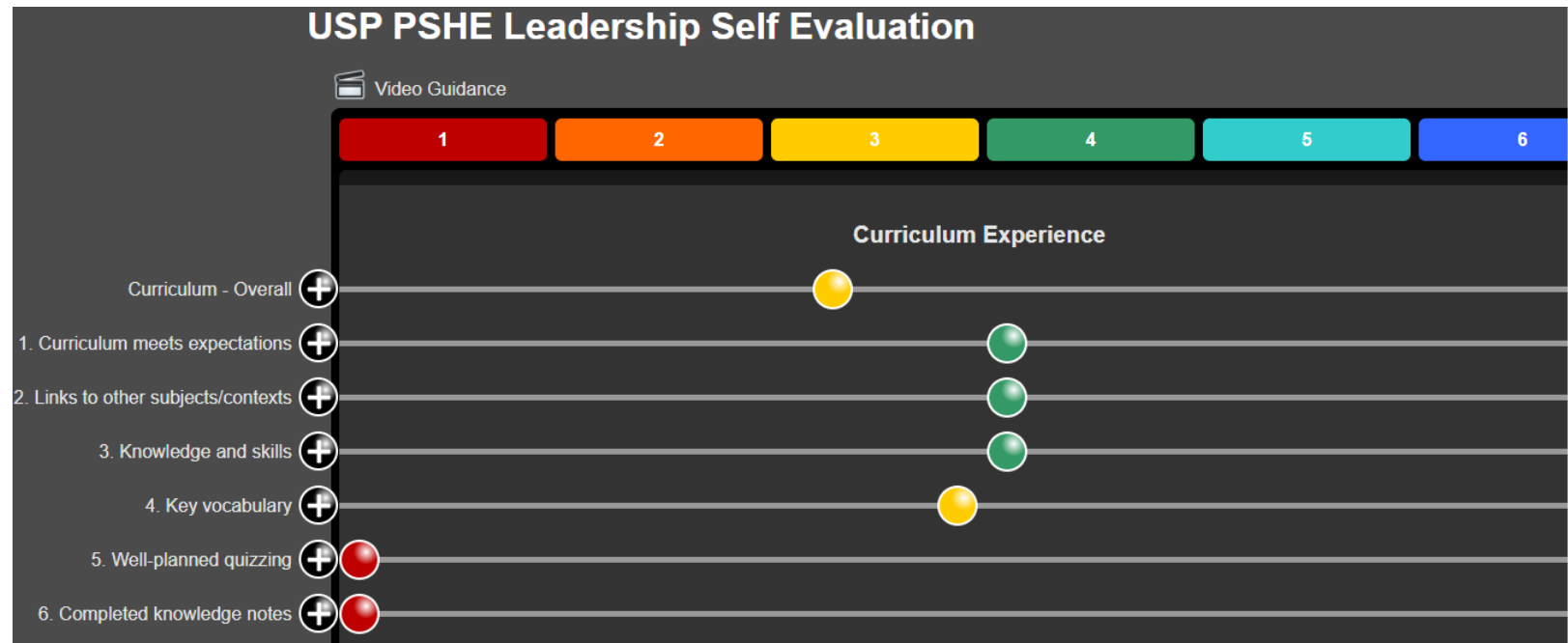
Impact



How do you measure the impact of PSHE & RSE teaching?



Subject Leaders use iAbacus as a tool for developing their subject, as seen in this example:





What do you consider to be the strengths of PSHE & RSE within the school?

Our programme assists children in preparing for adult life by supporting them through their physical, emotional and moral development; and helping them to understand themselves, respect others and form and sustain healthy relationships. This is integral in supporting our school values, which underpin every aspect of school life.

How do you know?

We demonstrate this learning every day when we talk about and put into action our school values (Ditton Lodge's High 5). We can see evidence of this in the behaviour for learning shown and the discussions shared.