



| Strand | What is expected within the programme | Evidence (Say it) | Show it | Seal it |
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| RSHE | <p>Consists of three elements:</p> <p>1. Relationships education</p> <p>2. Sex education</p> | <p>Within the Learning for Life PSHE/RSHE curriculum map:</p> <p>Relationships:</p> <ul style="list-style-type: none"> • Learning for Life/PSHE/RSE curriculum - Families and friendships, Safe relationships, media literacy and respecting ourselves and others • RSE lessons (Corum Scarf) • RSE policy a • Science – human body • NSPCC assemblies • NSPCC ‘pants’ rule • Worry boxes • E-safety <p>Sex education:</p> <ul style="list-style-type: none"> • Learning for Life RSE lessons (Corum Scarf) • RSE Curriculum - Keeping safe, Media literacy and growing and changing • Vocabulary progression map • Science lessons | <p>RSHE/PSHE curriculum subject map</p> <p>RSHE policy</p> <p>RSHE consultation documents, letters and responses from parents</p> <p>Vocab progressions for sex education</p> | <p>NSPCC Speak out & ‘Pants’ assembly</p> <p>Relationships: Families and close positive relationships / friendships</p> <p>F1: know who their close friends are F2: know how to be a good friend Y1: know the people who love and care for them and what they do for them Y2: know how to ask for help if a relationship makes them feel unhappy Y3: know that marriage and civil partnership are a declaration of commitment Y4: know that a feature of a positive family life is a caring relationship. Y5: Know that different types of family structure can give care, love and stability. Y6: know characteristics of healthy family life e.g. commitment, care and support in times of difficulty. Safe relationships and ourselves growing and changing strands</p> <p>Sex education:</p> <p>F1: know that some things are private (toileting) F2: know some things are private on own body Y1: Know some things are private and respecting privacy (genitals) Y2: knowing about asking for permission. know external genitalia (vulva, testicles etc) Y3: know about personal boundaries and appropriate relationships (inc. online) Y4: know about consent in different situations. Know puberty and human reproduction</p> |



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| | <p>3. Physical health and mental well-being</p> | <p>Physical health and mental well-being:</p> <ul style="list-style-type: none"> • Learning for Life Curriculum – Physical health and Mental wellbeing, keeping safe, respecting ourselves and others. • Science lessons • PE lessons • PE leaders • School Council • Fortnightly Wellbeing/Mindfulness assemblies • Fortnightly RE assemblies • Success assemblies • Diversity Champions • Curriculum crew • Lunchtime supervisors – incidentals • Cycling proficiency • ELSA (intervention) • ELSA room (lunch) • Worry boxes • Posters around school for where to seek support (DSLs, NSPCC, Childline) • Pastoral support • Transition • Science – highlighted (biology) • Afterschool Sports Clubs • Afterschool clubs • PE taught weekly by a subject-expert • Daily ELSA sessions and ELSA drop-in sessions • SEND team and FSW available every day in school • Year 6 DARE programme • Play leaders | | <p>Y5: know how to recognise pressure from others to do something unsafe/uncomfortable. Know personal hygiene during puberty. Y6: Know that FGM is against the law. Know about how babies are conceived and born.</p> <p>Physical health and mental well-being: Healthy lifestyles and mental health</p> <p>F1: know how to join in with whole group physical activity F2: know that moving our bodies can keep us healthy Y1: know how physical activity helps us stay healthy and ways to be active. Y2: know about the people who help us to stay healthy Y3: know that mental health (like physical) is important and we need to take care of it Y4: know strategies and behaviours to support mental health (sleep, exercise, groups etc) Y5: know how exercise benefits mental and physical health. Risks associated with being inactive. Y6: know the warning signs about mental health and well being and where they can seek support.</p> |
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| | <p>3. Understanding of technology and media</p> | <p>Understanding of technology and media:</p> <ul style="list-style-type: none"> • Learning for Life Curriculum - Keeping safe, Media literacy • Computing <p>All in the first term in computing –</p> <ul style="list-style-type: none"> • Safer internet day <p>Other sources of evidence:</p> <ul style="list-style-type: none"> • Online safety week • Online safety assemblies • SMART poster around school • Safeguarding posters around school • Key safety messages delivered in assemblies • Computing curriculum • Play Leaders | | <p>Y5: Know about the risks of money (e.g. gambling) Y6: know how gambling can affect people’s feelings, emotions and health.</p> <p>Media literacy and digital resilience</p> <p>Understanding of technology and media:</p> <p>F1: know that an adult should be present when using the internet F2: know how to use the internet with an adult to find and retrieve information. Y1: know how to use the internet and other digital devices can be used to communicate safely. Y2: Know that not all information seen online is true. Y3: know ways that social media can be used both positively and negatively Y4: know how to assess the reliability of sources online. Y5: know how information on the internet is ranked and targeted at specific groups. Y6: know how text and images in the media and on social media can be manipulated or invented.</p> <p>- Internet Safety Display</p> |
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| <p>Citizenship</p> | <p>The knowledge needed to prepare pupils to play a full and active part in society.</p> | <ul style="list-style-type: none"> • School Council • Curriculum crew • Diversity champions • Play Leaders • Visits by Glee club to the residential home to sing to the elderly • Christmas light switch on • Red nose day • Comic relief • Children in Need • McMillan Coffee morning • Trust values • Social legacy on enquiry MTP • Rule and routines • PE uniform expectations • RE - progression of religions – through curriculum and fortnightly assemblies | <p>Learning for lie RSHE/PSHE curriculum subject map</p> <p>Photographs of events/fundraising</p> <p>RE subject map</p> <p>Re assemblies</p> | <p>Belong to a community (CITIZENSHIP) F1: Know they have responsibilities in Nursery F2: Know they are part of a community Y1: know about different groups they belong to. Y2: know about different roles and responsibilities people have in the community Y3: know about different groups and the makeup of their community. Y4: know the different contributions that people and groups make to their community. Y5: know about diversity and the benefits of living in a diverse community. Y6: know ways of carrying out shared responsibility for protecting the environment.</p> <p>Displays in school:</p> <ul style="list-style-type: none"> - School council display - Eco club display - Curriculum crew display - Diversity champions display - British Values and 9 Protected Characteristics display - SMSC display |
| <p>Character education</p> | <p>The deliberate and facilitated ways of building pupils' character.</p> | <ul style="list-style-type: none"> • Promotion and modelling of the 7 school values that make up SUCCESS – self confidence, understanding, celebration, curiosity, excellence & enjoyment, self discipline and support • Celebration assembly based on the values • Star of the week • ELSA sessions • Residentials • Curriculum principles - contribute to forming well-educated and rounded young adults ready to take their place in the world. • Social Legacy – enquiry | <p>DfE's Character education framework</p> | <p>Respecting self and others/managing hurtful behaviour and bullying (BEHAVIOUR TOWARDS OTHERS/RESILIENCE/CONFIDENCE) F1: know to look for a supporting adult for help in resolving conflict F2: know what is kind and unkind behaviour and how this affects others Y1: know how to identify their own feelings (socially and emotionally) and moderate these. Y2: know that hurtful behaviour and excluding others is unacceptable.</p> |



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| | | <ul style="list-style-type: none"> • Headteachers awards based on the values | <p>Y3: know about the impact of bullying, both online and offline Y4: know that personal behaviour can affect other people Y5: know the importance of self-respect and how this can affect their thoughts and feelings about themselves. Y6: know how to discuss and debate topical issues respecting others' points of view and constructively challenging those they disagree with</p> <p>Treating others with respect F2: know what is kind and unkind behaviour and how this affects others Y1: know how to identify their own feelings (socially and emotionally) and moderate these. Y2: know that hurtful behaviour and excluding others is unacceptable. Y3: know about the impact of bullying, both online and offline Y4: know that personal behaviour can affect other people Y5: know the importance of self-respect and how this can affect their thoughts and feelings about themselves. Y6: know how to discuss and debate topical issues respecting others' points of view and constructively challenging those they disagree with</p> <p>Resilience: F2: gain emotional support from an adult. Y1: manage when things are difficult. Y2: Manage big feelings – change mood (PSHE2.7)</p> <p>Displays:</p> <ul style="list-style-type: none"> - SMSC board - Photo displays - Authentic Outcomes |
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| Strand | What is expected within the programme | • Evidence (Say it) | Show it | Seal it |
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| Wider opportunities | Opportunities to develop pupils' interests, character and citizenship (e.g. trips, visits, in-school responsibilities, voluntary or community-based work) | <ul style="list-style-type: none"> • Local artist visit • Library visits as well as the library visiting school • Brackenhurst visit • All KS1 classes visited the local church. • Fireman visit • Nativities (EYFS-KS1) • Residentials • Virtual experiences (e.g. virtual galleries on art subject maps) • After-school clubs (Mindfulness, cooking, multiple sports opportunities, games, reading and many more) • Carol concert • Play Leaders • Links with local church – Rev Taylor makes regular visits to school including every Easter and Christmas • Links with local businesses – care home, pharmacy • Remembrance Day – poppies displayed in the community as well as our school being part of the service • Mental health awareness week • Eco club • Carol concert • Breakfast mornings • Secret Reader • Forest Schools • Community visits – food shelter collections, Ukrainian aid, fund raising for charities, singing at Care Home • Local walk to various places including parkland • Swimming lessons as local leisure centre • Expectations of trips • No barriers for SEND/DA pupils | Learning for Life RSE/PSHE curriculum subject map Wider Opportunities Document | <ul style="list-style-type: none"> - Photos of trips/residentials - School council display - Eco club display - Curriculum crew display - Diversity champions display - SMSC display |



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| <p>British values</p> | <p>Consists of the following elements:</p> <p>Democracy An understanding of how citizens can influence decision-making through a democratic process.</p> <p>The rule of law An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety.</p> | <p>Learning for Life - PSHE and RSE/ RE lessons are taught weekly throughout school.</p> <p>Democracy:</p> <ul style="list-style-type: none"> • School council (elected by children) – children do a speech as part of the selection process • Enquiry questions • Weekly assemblies • Picture News curriculum • Newsround • Values-based curriculum (MOVE) • Play leaders (elected by children) • Pupil voice is sought through pupil interviews, surveys and make a stand • Enquiry questions to learn about democracy • Children vote for story of the day • All stakeholders vote for the trust award winners • Worry/question boxes <p>Rule of law:</p> <ul style="list-style-type: none"> • Weekly assemblies • Play leaders • Links with local police and fire services • High expectations of behaviour • Weekly Success Star of the week assembly • Classroom rules and routines • Picture News • Newsround • Graduated responses to behaviour displayed in all classrooms • Values-based curriculum (MOVE) • Anti-bullying week and whole school approach to anti bullying. | <p>BV displays</p> <p>BV highlighted on CSM</p> <p>BV planned in the enquiry process</p> <p>BV assemblies</p> | <p>Display:</p> <ul style="list-style-type: none"> - School council display - Eco club display - Curriculum crew display - Diversity champions display - School rules in each classroom <p>Democracy:</p> <p>F1: know how to make healthy food choices at snack time (knowing they can make a choice) F2: know that choices may impact on others Y1: know how to listen to others Y2: know how to talk about and share their opinions on things that matter to them Y3: know that forcing anyone to marry against their will is a crime (people in a democracy have a choice) Y4: know strategies for recognising and managing peer influence and a desire for peer approval Y5: know some of the skills that will help them in future careers (working in a democratic team) Y6: know how to discuss and debate topical issues respecting others’ points of view and constructively challenging those they disagree with.</p> <p>Rule of law:</p> <p>F1: know that adults should help to keep us safe. F2: know and understand why adults should keep us safe Y1: Know about rules and age restrictions that keep us safe. Y2: know that there are situations when they should ask for permission and when theirs should be sought. Y3: know reasons for rules and laws and consequences for not adhering to them Y4: know there are human rights that are there to protect everyone</p> |



Personal Development Programme on a Page

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| | <p>Individual liberty An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.</p> <p>Mutual respect An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour. An understanding of the importance of identifying and</p> | <ul style="list-style-type: none"> • Positive relationships are modelled • Safeguarding policies and posters displayed around school • E-safety posters around school • Internet Safety <p>Individual liberty:</p> <ul style="list-style-type: none"> • Weekly assemblies • Protected characteristics in Learning for Life - RSHE/PSHE curriculum (see key) • Protected characteristics on central display • Access to diverse texts • Picture News • Newsround • Key people for the curriculum choices • School values on display in all classrooms • Values-based curriculum (MOVE) • Anti-bullying week and whole school approach to anti bullying. • Children have responsibility for their own learning • Pastoral roles promote choice and compromise • EYFS have a choice within their learning environment. <p>Mutual respect:</p> <ul style="list-style-type: none"> • Weekly RE Teaching • Learning for Life - PSHE Curriculum • School Ethos • Weekly assemblies • Picture News • Newsround • Play leaders • School values on display in all classrooms • Values-based curriculum (MOVE) • Group and individual ELSA sessions • ELSA drop-ins • Family and community celebrations (e.g. World Book Day) | | <p>Y5: know the relationships between rights and responsibilities. Y6: Know that FGM is against British law and know what to do if someone is at risk.</p> <p>Individual liberty, mutual respect, and tolerance (linked to protected characteristics): F1: know how to develop friendships with other children (of all races, religions, genders, disabilities) F2: know that people may look similar of different due to their specific features (race, age, disability, sex) Y1: know ways in which we are all unique Y2: know that hurtful behaviour and excluding others is unacceptable. Y3: know that there are different types of relationships and that marriage and civil partnership are a sign of love and respect Y4: know about stereotypes in the workplace and that a person's career aspirations should not be limited by them. Y5: know about diversity: what it means, the benefits of living a diverse community and valuing this diversity in the community. Y6: Know about prejudice and begin to recognise behaviours and actions which discriminate against others.</p> |
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| | <p>combatting discrimination.</p> <p>Tolerance An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour. An understanding of the importance of identifying and combatting discrimination.</p> | <ul style="list-style-type: none"> • Diverse key people are selected throughout the curriculum • Protected characteristics display • Books selected for the core reading spine • Positive relationships are modelled • Safeguarding policies • Whole school celebrations • Anti-bullying week and whole school approach to anti bullying. • Community projects e.g. remembrance day displays in the community, singing and baking for the local care home • English history and heritage is taught through curriculum • Wider community links • Equalities, accessibility, and safeguarding policies support practice. <p>Tolerance:</p> <ul style="list-style-type: none"> • Learning for Life – PSHE/RSE curriculum • Positive relationships are modelled • Anti-bullying week and whole school approach to anti bullying • Equalities, accessibility, and safeguarding policies support practice • Newsround gives opportunity for discussions • Picture News curriculum • Group ELSA sessions • Planning for reading texts over the year to ensure they are diverse • Family and community celebrations • Inclusion of others in school and class • Accepting of others beliefs and family structures • Weekly assemblies • School values on display in all classrooms • Values-based curriculum (MOVE) • Anti-bullying week and whole school approach to anti bullying | | |
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| | | <ul style="list-style-type: none">• Group and individual ELSA sessions• Diverse reading spine• Protected characteristics display• Virtual trips to different places of worship.• Diverse key people are selected throughout the curriculum• Books selected for the core reading spine | | |
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| <p>SMSC</p> | <p>Consists of the following elements:</p> <p>Spiritual</p> <ul style="list-style-type: none"> • ability to be reflective about their own beliefs (religious or otherwise) and perspective on life • knowledge of, and respect for, different people’s faiths, feelings and values • sense of enjoyment and fascination in learning about themselves, others and the world around them • use of imagination and creativity in their learning • willingness to reflect on their experiences. <p>Moral</p> <ul style="list-style-type: none"> • ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect | <p>Spiritual:</p> <ul style="list-style-type: none"> • Daily opportunities to explore the natural world and ask questions about the world around them • Yoga in EY • Times throughout the day to share children’s personal achievements with their peers • Reflection time at the end of each lesson • Worry boxes in each class • RE themed assemblies (fortnightly) • Mindfulness / Wellbeing assemblies (Fortnightly) • RE taught weekly • Enquiry authentic outcome • Success Star of the week • Values-based curriculum • Learning for Life - PSHE Curriculum – Families and Friendships, Safe Relationships, Respecting Self and Others, Belonging to a Community • Diversity champions <p>Moral:</p> <ul style="list-style-type: none"> • Enquiry Questions • Learning for Life - PSHE Curriculum – Belonging to a Community, Respecting Ourselves and Other, Keeping Safe • School Council • Behaviour policy and graduated response • Restorative approaches to behaviour • Success Celebration assembly | <p>RE curriculum subject map</p> <p>RE books</p> <p>Learning for Life - PSHE subject map</p> <p>Behaviour policy and rules posters.</p> | <p>Indicate where SMSC links are made in the PSHE/RSE subject map.</p> <p>SMSC display</p> |



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| | <p>the civil and criminal law of England</p> <ul style="list-style-type: none"> • understanding of the consequences of their behaviour and actions • interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. <p>Social</p> <ul style="list-style-type: none"> • use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds • willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively • acceptance and engagement with the | <ul style="list-style-type: none"> • Healthy eating promoted • Playtime snack policy – fruit/healthy snack • Class rules devised by children • Road safety days • Internet safety days • ELSA/Behaviour interventions • RE parables and moral stories <p>Social:</p> <ul style="list-style-type: none"> • School Council • Learning for Life - PSHE Curriculum – Respecting others, celebrating difference, relationships • Sports clubs • After school clubs – variety of options including mindfulness, yoga, cooking, games, reading • Sports day • Parents workshops • Community links – Churches, firestation, local business etc • Pupil voice • Speaking and listening opportunities eg. Planned throughout the curriculum, SALT and Speech Links interventions • Signs and symbols (widgets) • Transition days • Pastoral team and family support worker available daily • ELSA lunchtime drop-ins | | |
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| | <p>fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p> <p>Cultural</p> <ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain • ability to recognise, and value, the things we share in common across | <ul style="list-style-type: none"> • Play leaders • Links with parents (dojo) • British Values assemblies • Picture News • Newsround <p>Cultural:</p> <ul style="list-style-type: none"> • Learning for Life PSHE Curriculum – Families and Friendships, Respecting Ourselves and Others, Belonging to a Community • History, Art, Music and PE Curriculums – content choices that celebrate diversity • Residential visits • Celebrations of festivals (see RE subject map) • Educational visits (see previous) • RE taught weekly • RE Assemblies fortnightly • British Values/Wellbeing assemblies fortnightly • Visitors in school to inspire children e.g. fire fighters, police officers, vicar • Inclusion policy/practice • MFL taught in KS1 & KS2 | | |
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| | <p>cultural, religious, ethnic and socio-economic communities</p> <ul style="list-style-type: none"> • knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. | <ul style="list-style-type: none"> • Curriculum content choices – developing countries, significant people. • School council • Charity Fundraisers – linked to the community • Black History Day • Remembrance Day | | |
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Personal Development Programme on a Page

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| Inclusion and equality | Consists of elements such as: <ol style="list-style-type: none"> 1. Equality 2. Diversity 3. Inclusion | <ul style="list-style-type: none"> • Class texts explicitly read that focus on protected characteristics • Enquiry questions focusing on diversity e.g. EYFS: What makes Britain great? KS1: What makes the UK unique? LKS2: How far have we come? UKS2: Is human need greater than others? • Celebration of all beliefs, cultures and differences • RE lessons • RE assemblies (fortnightly) • SEND – adapted residentials for children with disabilities • SEND subject adaptation sheets • Ethos of the school – everyone can achieve everything | RE curriculum subject map Learning for Life - PSHE/RSHE subject map Examples of SEND adaptation sheets. | See tolerance, mutual respect, and individual liberty strands of British values (above) <ul style="list-style-type: none"> - Content choices - Text chosen |

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| Contextualised Safeguarding | After identifying the contextualised safeguarding within the area: <ul style="list-style-type: none"> - Mental health - Domestic Abuse - Substance Abuse | Golden threads through the strands of the PSHE curriculum (yellow, pink, green) Mental Health <ul style="list-style-type: none"> - ELSA - School Values - Family Support Worker - Strong relationships (children/adult & child/child) - Science – highlighted (biology) - PE (physical health) - Learning for Life – PSHE/RSE Curriculum – Physical health and Mental wellbeing, keeping safe, respecting ourselves and others. - Worry boxes | | |



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| | | <ul style="list-style-type: none"> - Mental health week - Wellbeing/mindfulness/British Values assemblies - RE assemblies - Posters around school for where to seek support (DSLs, NSPCC, Childline) - Transition <p>Domestic Abuse</p> <ul style="list-style-type: none"> - Learning for Life – PSHE/RSE lessons - ELSA - Family Support Worker - Strong relationships (children/adult & child/chid) - Behaviour policy - Positive modelled - Books put in the library and book corners - Curriculum Choices – strong women have been specifically chosen <p>Substance Abuse</p> <ul style="list-style-type: none"> - Learning for Life – PSHE/RSE lessons - DARE - Science Lessons - PE lessons - ELSA | | |
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