



**MELLING APPROACH TO
PERSONAL, SOCIAL, HEALTH AND EMOTIONAL EDUCATION
(including)
RELATIONSHIPS AND SEX EDUCATION**

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.'

"I want to make sure that our children are able to grow up to become happy and well-rounded individuals who know how to deal with the challenges of the modern world. Part of this is making sure they are informed about how to keep themselves safe and healthy and have good relationships with others. Many of today's problems did not exist when we last gave schools guidance on how to teach relationships and sex education 18 years ago. The action we're taking is important to help support teachers and schools design a curriculum that will enrich their pupils in an age appropriate way.

Good physical and mental health is also at the heart of ensuring young people are ready for the adult world. By making health education compulsory we are giving young people the tools they need to be ready to thrive when they leave school."

Secretary of State 2020

The National Curriculum for PSHE and SRE

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial

education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Sex and relationship education (SRE) is an important part of PSHE education and is statutory in maintained secondary schools.

National Curriculum 2020

INTENTION - Aims and Principles

Through our PSHE/RSE programme children will develop:

- self-worth and self-awareness
- the skills needed for successful relationships
- an understanding of their own rights and those of other people
- the ability and vocabulary to express how they feel about situations
- the ability and confidence to make informed choices
- the ability to keep themselves and other people safe
- an understanding of their own and others' values and beliefs, and an individual moral framework that will help them to make positive decisions
- a discerning eye for the message they receive from the media
- a positive attitude towards the way people can be different from each other
- a positive attitude towards and understanding of their own bodies
- the ability and confidence to access help and support

Relationships Education

Our children are growing up in a world very different to that in which we grew up, Relationship Education and Health Education is vital because it will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. It allows all children to learn, in an age appropriate way that families can look different to their own. Aspects of LGBTQ will be addressed as and when teachers feel it is appropriate for children. There will not be taught, discrete lessons on this, but rather will be mentioned within the context of other lessons/discussions eg some families have two Mums or two Dads...

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect. By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe (including cyber safe)

Health Education:

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

Parents cannot withdraw children from PSHE or Relationships and Health Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Sex Education in Melling:

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools.

Sex Education being that the act of sexual intercourse can lead to conception – what sexual intercourse is and how reproduction in humans happens.

At Melling children will learn about external body parts, changing and growing including puberty and reproduction as part of the statutory Science Curriculum. Only statutory objectives will be covered.

Withdrawing a child from such lessons:

As this is statutory, parents **do not** have the right to withdraw their children from these lessons.

However the non-statutory aspect of Sex Education (see details below) will be offered as part of the Y6 PSHE/RHSE Curriculum but parents will be consulted before this takes place.

Withdrawing a child from such lessons:

As this is non-statutory, parents do have the right to withdraw their children from these lessons (see form at end of this policy).

IMPLEMENTATION - Quality First Approach

10 principles of effective PSHE education, which are as follows:

1. Start where children and young people are: find out what they already know, understand, are able to do, and are able to say. For maximum impact, involve them in the planning of your PSHE education programme.
2. Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.
3. Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
4. Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.
5. Provide information which is realistic and relevant and which reinforces positive social norms.
6. Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
7. Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.
8. Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.
9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

10. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives

WHOLE SCHOOL OVERVIEW OF CURRICULUM COVERED

Core theme 1: Health and Wellbeing

Core theme 2: Relationships

Core theme 3: Living in the Wider World

In Melling Primary we use the 1 Decision Programme, Science Curriculum and Keep Safe curriculum to teach the core themes:

Our 5-8 modules/topics

For more information on our resources, please visit: www.1decision.co.uk

Keeping/Staying Safe <ul style="list-style-type: none"> Road Safety Leaning Out of Windows Staying Safe Tying Shoelaces 	Keeping/Staying Healthy <ul style="list-style-type: none"> Healthy Eating Brushing Teeth Washing Hands Medicine 	Relationships <ul style="list-style-type: none"> Bullying Body Language Friendship Touch 	Being Responsible <ul style="list-style-type: none"> Practice Makes Perfect Helping Someone in Need Stealing Water Spillage
Feelings and Emotions <ul style="list-style-type: none"> Jealousy Worry Anger Grief 	Computer Safety <ul style="list-style-type: none"> Online Bullying Image Sharing Making Friends Online Computer Safety Documentary 	Our World <ul style="list-style-type: none"> Growing in Our World Living in Our World Working in Our World Looking After Our World 	Hazard Watch <ul style="list-style-type: none"> Is it safe to eat or drink? Is it safe to play with?
Special Edition Module - Fire Safety <ul style="list-style-type: none"> Hoax Calling Petty Arson Enya and Deedee Visit the Fire Station Texting Whilst Driving 			

Our 8-11 modules/topics

For more information on our resources, please visit: www.1decision.co.uk

Keeping/Staying Safe <ul style="list-style-type: none"> Cycle Safety Peer Pressure Water Safety Keeping/Staying Safe Documentary 	Keeping/Staying Healthy <ul style="list-style-type: none"> Healthy Living Smoking Alcohol Keeping/Staying Healthy Documentary 	Growing and Changing <ul style="list-style-type: none"> Relationships Puberty Conception Growing and Changing Documentary 	Being Responsible <ul style="list-style-type: none"> Coming Home on Time Looking Out for Others Stealing Being Responsible Documentary
Feelings and Emotions <ul style="list-style-type: none"> Jealousy Anger Worry Feelings and Emotions Documentary 	Computer Safety <ul style="list-style-type: none"> Online Bullying Image Sharing Making Friends Online Computer Safety Documentary 	The Working World <ul style="list-style-type: none"> Chores at Home Enterprise In-App Purchases The Working World Documentary 	A World Without Judgement <ul style="list-style-type: none"> Breaking Down Barriers Inclusion and Acceptance British Values A World Without Judgement Documentary

MELLING PRIMARY TOPIC DELIVERY OVERVIEW PSHE & SCIENCE

Y1	Y2	Y3	Y4	Y5	Y6
Science	Science	Science	Science	Science	Science
<p>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>-notice that animals, including humans, have offspring which grow into adults -find out about and describe the basic needs of animals, including humans, for survival (water, food and air) -describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>-identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat -identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>-describe the simple functions of the basic parts of the digestive system in humans -identify the different types of teeth in humans and their simple functions -construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>-describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird -describe the life process of reproduction in some plants and animals. -describe the changes as humans develop to old age...including puberty as changes that take place to enable reproduction in adult life. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</p>	<p>-identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood -recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function -describe the ways in which nutrients and water are transported within animals, including humans. Pupils should learn how to keep their bodies healthy and how their bodies might be damaged *Conception – Non-statutory (see below)</p>
NSPCC/Ariel Trust/Other	NSPCC/Ariel Trust/Other	NSPCC/Ariel Trust/Other	NSPCC/Ariel Trust/Other	NSPCC/Ariel Trust/Other	NSPCC /Ariel Trust/Other
<p>NSPCC PANTS rule Privates are private Always remember your body belongs to you No means no Talk about secrets that upset you Speak up someone can help</p>	<p>NSPCC PANTS rule Privates are private Always remember your body belongs to you No means no Talk about secrets that upset you Speak up someone can help</p>	<p>NSPCC PANTS rule Privates are private Always remember your body belongs to you No means no Talk about secrets that upset you Speak up someone can help</p>	<p>Ariel Trust Cyber skills (recognise cyber bullying and safe use of social media)</p>	<p>Ariel Trust Safeskills (grooming and controlling behaviours)</p>	<p>Ariel Trust 'Grassing or grooming' 'Get Away n Stay Safe' Gang awareness</p>
Keeping/staying safe	Keeping/staying safe	Keeping/staying safe	Keeping/staying safe	Keeping/staying safe	Keeping/staying safe
<p>Assessment – baseline Road Safety</p>	<p>Tying shoe laces</p>	<p>Staying safe Leaning out of windows Assessment - summative</p>	<p>Assessment baseline Water safety</p>	<p>Cycle safety – Bikeability Peer pressure</p>	<p>Adults and children's views Assessment summative</p>
Keeping/staying healthy	Keeping/staying healthy	Keeping/staying healthy	Keeping/staying healthy	Keeping/staying healthy	Keeping/staying healthy
<p>Assessment baseline Washing hands Healthy Eating (not book)</p>	<p>Healthy eating Brushing teeth</p>	<p>Medicine Assessment summative</p>	<p>Assessment baseline Healthy living</p>	<p>Smoking Adults and children's views</p>	<p>Alcohol Assessment summative</p>
Relationships	Relationships	Relationships	Growing & Changing	Growing & Changing	Growing & Changing
<p>Assessment baseline Friendship</p>	<p>Bullying Body-language</p>	<p>Touch Assessment summative</p>	<p>Assessment baseline Appropriate touch (relationships)</p>	<p>Puberty Adults and children's views</p>	<p>*Conception (see below) Assessment summative</p>
Being Responsible	Being Responsible	Being Responsible	Being Responsible	Being Responsible	Being Responsible
<p>Assessment baseline Water spillage</p>	<p>Practice makes perfect Helping someone in need</p>	<p>Stealing Assessment summative</p>	<p>Assessment baseline Coming home on time</p>	<p>Looking out for others Adults and children's views</p>	<p>Stealing Assessment summative</p>
Feelings & emotions	Feelings & emotions	Feelings & emotions	Feelings & emotions	Feelings & emotions	Feelings & emotions
<p>Assessment baseline</p>	<p>Worry</p>	<p>Grief</p>	<p>Assessment baseline</p>	<p>Anger</p>	<p>Worry</p>

Jealousy	Anger	Assessment summative	Jealousy	Adults and children's views	Assessment summative
Computer safety	Computer safety	Computer safety	Computer safety	Computer safety	Computer safety
Assessment baseline Online bullying	Image sharing Computer safety Documentary	Making friends online Assessment baseline	Assessment baseline Online bullying	Image sharing Adult & children's views	Making friends online Assessment summative
Our world	Our world	Our world	Working World	Working World	Working World
Assessment baseline Growing in our world	Living in our world Working in our world	Looking after our world Assessment summative	Assessment baseline Chores at home	Enterprise Adults and children's views	In App purchases Assessment summative
Hazard watch	Hazard watch	Hazard watch	World without judgement	World without judgement	World without judgement
Assessment baseline Is it safe to eat or drink	Is it safe to play with	Assessment summative Sun safety (not in book)	Assessment baseline Breaking down barriers	Inclusion & acceptance Adults and children's views	British Values Assessment summative

NON-STATUTORY SEX EDUCATION YEAR 6	
The main stages of the Human Life Cycle	
Different Types of Family / relationships – challenging stereotypes	
Looking Back - Early Childhood Development	
Comparison to a Reception Child	
Puberty (revision from Y5)	
Physical and Emotional Changes	
Naming of the Sexual Organs	
Personal Hygiene	
Gender Specific Puberty	
Girls: Menstruation Boys: Erections and Wet Dreams	
Sexual Reproduction	
Conception The role of the Sperm and the Egg	
Pregnancy and Birth	
Dealing with Peer Influence/Pressure – to include positive body image / self-esteem / your rights over your own body / assertiveness / saying no – Consent	

Lesson plan model for teaching PSHE / RSE

Establishing a safe learning environment for both pupils and adult staff in the classroom is especially important for PSHE education lessons. A classroom with a safe learning environment protects pupils from any possible distress; enables them to feel comfortable about sharing feelings; able to explore values and attitudes; express their own opinions and consider the views and opinions of others, without the fear of negative feedback.

Training and the use of the 1 Decision programme means that staff are prepared to deliver lessons with confidence, able to manage pupil discussions (particularly on topics that may be potentially sensitive or controversial) and equipped to deal with unexpected disclosures or inappropriate comments should they occur.

Effective PSHE/RHSE delivery is enhanced by using the following strategies:

Developing ground rules with pupils - It is good practice to work with pupils to establish ground rules about how they will behave towards each other during discussion. Ground rules help to minimise unintended disclosures, disclosures at inappropriate times or comments of a negative nature made towards other pupils (whether intentional or not). Such ground rules support broader class rules and the school's behaviour policy.

To be effective, develop ground rules for PSHE education lessons together with your pupils, re-visit them at the start of every lesson and apply them in all discussion and group activities, amending as necessary.

Examples of ground rules include:

- We will listen to others and respect what people say
- We will not ask personal questions or put people 'on the spot'
- We will not make assumptions about other people, their experiences or feelings
- We have the right to 'pass' if we do not wish to comment
- We will keep the conversation in the room (unless our teacher is concerned for our safety or wellbeing, when they may need to tell someone else to help us)
- We know we can ask for further information, help or advice during or after the lesson

The importance of 'distancing' the learning from the pupils

To 'distance' the learning means to put the learning in the third person and to ensure that pupils are not encouraged to talk about their own or others' private experiences and personal examples. When learning is distanced, pupils are more able to engage with and discuss issues (especially those that may be more sensitive and controversial). When pupils feel put-on-the-spot, and asked to reflect on and share their own experiences, they may feel strong emotions that hinder the ability to learn from, or derive meaning and insight from the example.

It is therefore safer and more effective to help pupils to think about someone other than themselves, someone 'like them' – for example, a simple profile of a child about their age, who goes to a school like

theirs. Pupils will then gain more from discussing questions like 'what might they think, feel, do?' and giving advice to characters in the role of a friend, sibling, classmate, agony aunt or uncle.

Ensuring inclusivity

We will always ensure that the content, approach and use of language are inclusive, reflect the diversity of the school community and society more widely, help every pupil to feel valued and included in the classroom.

We will challenge stereotypes and avoid making assumptions, for example: that everyone has two parents (one male and one female); only men are able to do manual jobs; and all older people are inactive. As part of this, ensure all teaching reflects a non-stereotypical world view of gender, age, disability, race, culture, religion, sex or sexual orientation.

Organising class discussion and sharing of views

Discussion will be encouraged but set within a structured approach, that enables participation, analysis and reflection. This is often achieved by providing a scenario or sorting activity to focus pupil discussions.

There will be a shared understanding of terminology, for example, when learning about the human body, correct scientific vocabulary should be used.

Pupils will have access to balanced information and differing views to help them clarify their own opinions (while making it clear that behaviour such as racism, discrimination and bullying are never acceptable in any form).

We will be aware that some questions posed to the whole class may facilitate responses that touch on sensitive issues or result in the sharing of inappropriate information with others. We will always remind pupils of the agreed rules around what is appropriate to share with the whole class when they are responding to discussion questions.

If a pupil expresses uncomfortable, discriminatory or extremist views, we will challenge the attitudes rather than the pupil, and remind them that these attitudes are unacceptable in school. If we are concerned by what is said or inferred, it will be reported this to our designated safeguarding lead.

Managing hot seating and role play effectively

When these teaching methods are used in PSHE education, teachers will take care not to inadvertently inspire, provide instruction in, or enable pupils to rehearse, unhealthy or unsafe behaviours. It is best in the first instance to demonstrate by taking on a role in the hot seat or role play scenario and ensure that information about the character or scenario is carefully selected and presented.

When acting in role play, pupils take on the role of a fictional character. It is useful to provide a prop or item of clothing (such as a hat) to signify they are in character as someone else. Pupils should never role play themselves.

Once the activity has been completed, it is important for pupils to get out of character, or de-role. You can do this by asking the pupil(s) to shake the character off physically through a range of physical exercises and movements (e.g. shaking the arms or legs or removing the item of clothing) and stating that by doing this, they are no longer the character.

Handling pupils' questions

Questions from pupils should be encouraged in PSHE education lessons, we will be prepared to provide effective responses to questions raised by pupils. Most questions can be answered with short, simple answers but in all cases we make sure answers are factually correct, non-judgemental and in line with school policies. If the question asked is age-appropriate and will help move the learning along, we may pause the lesson and discuss the question as a class, or in small groups who can report back. If necessary, we will use distancing techniques to desensitise the issue by turning it into a more general example.

However, sometimes a pupil may ask a question that's sensitive, hard to answer, embarrassing, or inappropriate for their age and the setting. If this happens we may:

- Remind the pupil and the group of your ground rules and ask them what they think might be the right thing to do in response to the question.
- Ask the question back to the pupil or pupils to ascertain their current understanding or misconceptions.

- 'Park' the question. This is a useful technique that gives time to consider how best to respond.

We may explain that it will be answered later, once the teacher has had chance to have researched an appropriate response.

This 'park the question' technique is vital for questions that are inappropriate or which may raise potential child protection issues, this may lead to involving our school's designated safeguarding lead.

- We may explain that the question goes beyond the learning outcomes of the lesson today and explain pupils will learn more about this as they get older.
- There may also be occasions when it is best to refer pupils to parents/carers to discuss a question. It is good practice to talk to the pupil(s) concerned before involving a parent or carer - to explain that it is in their best interests to talk to their parent(s) or a trusted adult. If a child refuses or rejects talking to their parent or carer; depending on the question, this should be taken seriously and discussed with the head/designated safeguarding lead and acted upon in accordance with the school's confidentiality policy.

In some PSHE education lessons, we may make a question box/bag or 'Ask-it Basket' available in which pupils can place anonymous questions or concerns. This enables pupils to ask questions with anonymity and without embarrassment. Introduce the box/bag or 'Ask-it Basket', explaining its purpose, either whilst creating the ground rules or at the beginning of each lesson and ensure it is accessible both during and after every lesson.

Key points for pupils about using an anonymous questions box:

- Anyone can use it to post a question, at any time and as many times as they want.
- Questions can be anonymous, or they can put their name on their question so the teacher can follow it up with them individually.
- Only the teacher will see the questions, unless there are significant issues regarding a pupil's safety or wellbeing that need to be shared with others.
- Questions raised will be dealt with in the following lesson (or sooner if relevant to a pupil's safety and wellbeing). Depending on the nature of the question, some responses may be answered as part of a small group session or one-to-one and will be treated anonymously so no-one knows who asked the original question.

Signposting support

It is important to link PSHE education with the whole school approach to supporting pupil wellbeing. All pupils will be made aware of sources of support both inside and outside the school that they can easily access so that they feel able to ask for more help, advice and support if they want to.

Inclusion (SEND)

At Melling Primary, we see that ease of access to the PSHE/RHSE Curriculum is essential for all children and so teachers will adapt the curriculum to ensure that children with different SEND needs can have effective learning experiences. The I Decision Programme provides a detailed rationale on PSHE/RHSE teaching and learning for SEND. Please click on link below:

<https://schools.1decision.co.uk/images/How-It-Works/teaching-rshe-to-children-with-send.pdf>

Inclusion (Identity)

For a child to thrive, school should be a place where everyone feels that they, and their family are valued and where the environment reflects the world in which they are growing up. We are all living in an increasingly diverse society and today's children are likely to have experiences of LGBTQ+ within their own families, friends and through what they see on social media.

To reflect this, as part of the statutory guidance, all schools, primary and secondary, must ensure that the 'needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect.' This includes 'teaching about different families, which can include for example: single parent families, LGBT parents and carers, families headed by grandparents, adoptive parents, foster parent/carers amongst other structure.'

Schools also have a duty under Equality Act 2010 to ensure that no child is discriminated against because of their protected characteristic. This includes proactively and appropriately addressing homophobic, transphobic and biphobic bullying (HTB).

Inclusivity is much more than just teaching about different families as part of an RHE lesson. It will be an overarching, fundamental ethos which ensures that your school is representative of all pupils and their families.

The statutory guidance is also clear that teaching about LGBTQ+ **should not be a stand-alone lesson but should**

be integrated into the curriculum, sensitively and in an age-appropriate manner.

1decision has been specifically designed to encourage children to explore this topic by subtly threading inclusivity throughout the programme.

Enhancement

Our PSHE/RSHE Curriculum will be enhanced by other learning opportunities and events during the school year.

The ROAR project is used to develop emotional intelligence and well being – the Rainbow Scale of emotion; ‘Resiliants’ activities that encourage resilience and Rocket Champions in Y5 and Y6.

FOREST SCHOOL TIMETABLE / OUTDOOR LEARNING					
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Forest School YR/Y2	CHET Y4 Forest School YR/Y5	Forest School YR/Y3	Forest School YR/Y4	Forest School YR/Y6	DERWENT Y5 Y6 Forest School YR/Y1

ROAR TRAINING WHOLE SCHOOL		
AUTUMN	SPRING	SUMMER
ASSEMBLY TO REINFORCE RAINBOW SCALE & ‘RESILIANTS’	ROCKET TRAINING	ASSEMBLY

Assemblies: throughout the year assemblies; circle time etc will be enhanced by external organisations: NSPCC; ROAR Trainers; Bullybusters; ‘Get Away and Stay Safe’ training for Y6; School Nurse Emotional Well-being sessions in Y6.

Smile & The Windmill Foundation – encourage children to develop their own citizenship and ability to serve the wider community by raising money for community projects; becoming a friend of a care home etc.

Home learning ‘own work’

The 1 Decision Programme provides a host of quality resources that parents/carers can use with their children.

The Early Years 1 Decision programme has an app that can access by parents for activities that they can do with their children.

IMPACT & PROFESSIONAL DEVELOPMENT/MONITORING

At each stage of the 1 Decision programme there is a baseline assessment at the beginning of a core theme – then an end of unit assessment. These will be used to identify children who are still finding any of the themes a challenge or difficult to grasp.

There is also a pupil self assessment grid that encourages children to assess their own understanding of each of the themes covered.

For children who need additional support the 1 Decision Nurture Curriculum materials can be used to provide appropriate follow up and intervention.

The PSHE/RSE Subject Lead who is also the Assistant Head with particular responsibility for behaviour, safeguarding and well-being, will from time to time meet with a selection of children from each class to discuss their 1 Decision books and themes that have been covered in their associated lessons.

