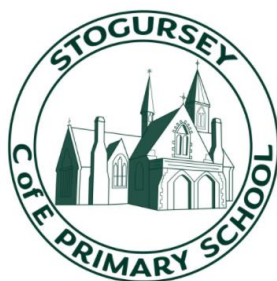


SECOND DRAFT

Relationships health and sex education policy (from 2020)

Stogursey Primary School



Approved by:

Date: March 2021

Last reviewed on:

Next review due by:

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Intent

1. Aims

As soon as children start to attend Stogursey Pre-School and School we model and promote respectful and positive relationships within our Church of England School ethos, focusing on family and friendships in all contexts, including online, alongside the essential understanding of how to remain healthy, acknowledging the equal importance of good physical and mental health.

We want all our pupils to 'Grow in the Grace and Knowledge' (2 Peter 3:18) within all aspects of their learning.

The aims of relationships, health and sex education (RHSE) at our school are to:

- ✓ Provide a framework in which children can grow up to be healthy, happy and safe with the resilience to manage the challenges and opportunities of modern Britain, particularly the various impacts of the COVID-19 pandemic.
- ✓ Prepare pupils for the wider world, giving them the confidence, knowledge and understanding to make informed choices around their personal and spiritual growth, health, well-being and sexual development.
- ✓ Facilitate the development of self-respect, kindness and empathy to all in our community.

“The evidence shows that personal, social, health and economic education can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success.”

Dept for Education 2015

2. Statutory requirements

To comply with Government statutory guidance (2019) we will deliver a curriculum that covers mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online. We cover the three main strands identified as health and wellbeing, relationships and living in the wider world, offering an age appropriate and coherent RHSE curriculum that reflects the school's Christian vision and supports pupils to form healthy relationships.

This will be complemented by the ongoing development of personal attributes including the promotion and practice of our school values: Care, Friendship, Hope, Kindness, Love and Peace and through a range of approaches, experiences and opportunities, helping our children to grow and to make responsible and well-informed decisions about their lives.

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

Under the [National Curriculum](#), **the basics of sex education fall within the science curriculum**. The statutory content requires maintained schools to teach children about human development, including puberty, and reproduction.

In Year 2, children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs.

In Year 5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty, including periods. Beyond this, sex education isn't compulsory in primary schools.

We are clear that parents and carers are the prime educators for their children on many of these matters and at school we aim to complement and reinforce this role, building on what pupils learn at home. Thus all aspects will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge and attitudes to remain healthy and safe. Though not statutory we have opted to teach a Sex Education Scheme of Work to those in **Year 6** which can be modified each year to suit the needs and maturity of the children. This will only be taught after parental consultation as parents have a right to withdraw their children from some aspects which are not statutory

3. Policy development

Consultation with governors, staff and parents has been restricted to virtual communication at the initial stages of developing this RHSE policy during the COVID pandemic restrictions but we intend to extend this to face to face discussion and examination of resources in the summer term 2021.

A group of staff and link governor developed this first RHSE Policy using the School's previous Sex and Relationships Education Policy (last reviewed in May 2015) as a starting point, incorporating the new guidance and legislation as well as reflecting the school's revised core vision and values derived from wider consultation with staff, parents and governors during 2019 and 2020.

Ratification, following full Governor consultation will allow new teaching and further consultation to continue into the summer term 2021. It is likely that further amendments will be made on completion of training on the 'Trauma and Mental Health-Informed approach' being undertaken by lead teacher Laura May, plus the shorter Senior Teacher training.

4. Definition

RHSE is about the physical, spiritual, emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity and faith.

RHSE involves a combination of sharing information, and exploring issues and values, not only to prepare children for changes in puberty but to help them with maintaining healthy lifestyles, to make mature decisions, negotiate personal friendships and relationships involving social skills and to develop lively enquiring minds. RHSE is not about the promotion of sexual activity.

5. Curriculum

We understand that RHSE should not be delivered in isolation, but be firmly rooted in our Personal, Social and Health Education and Citizenship curriculum, supplemented by Science and other subjects of our taught curriculum as well as through daily interactions and experiences.

Our curriculum is set out in Appendix 1 but we may need to adapt it as and when necessary. The statutory overview of what pupils should know by the end of primary education is included as Appendix 2.

Implement

6. Delivery of RHSE

Much of RHSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects are taught within the science curriculum, and other aspects are included in religious education (RE), English, History, Geography and themed projects.

We believe that RHSE will be successful within an environment and atmosphere where pupils feel safe, relaxed, not intimidated, but focused; and where they have confidence and trust in the knowledge, ability and skills of their teachers. PSHE is taught responsively with the pupil's needs are the forefront of all planning decisions. Needs that arise in the school or wider environment are addressed as priority and planning is reflective of this.

Teachers use the PSHE Association's graded outcomes as outlined in Appendix 1 to track and identify learning targets appropriate to each age group. Each lesson is delivered using resources from the Lifewise Interactive Program, circle time, discussion, stories, health visitors and other sources deemed suitable by the classroom teacher. Lessons may be discrete or embedded in other aspects of learning.

Teachers aim to be responsive to health and relationships issues as they arise in everyday life at school. For example, if there is an ongoing problem with conflict resolution then this will be the driving factor behind the objective chosen for an appropriate period of time while also incorporating those objectives closely linked to the theme or topic defined for the term's learning.

Teachers are aware that in any one lesson at least one pupil could be affected by the issues being addressed. [from 2019 PHSE guidance]

Stogursey School's values are embedded in learning across the school and in everyday interactions in addition to focussed PSHE lessons (including citizenship), British values and collective worship. To aid us we have devised the 'GROWS Framework' designed to encourage independent learning and personal growth within our pupils. This comprises a series of self-regulation targets for each year group which children learn to accomplish with the support of staff at the school; each target having been carefully selected from the PSHE outcomes for KS1 and KS2 pupils as well as the school's vision and values. This is included in Appendix 3.

To summarise: aspects of RHSE are encompassed within the ethos of the school and may be delivered through:

- * PSHE lessons (including citizenship)
- * Core and foundation subjects
- * Collective worship
- * British values
- * Assembly time
- * Circle time
- * Literacy/numeracy lessons
- * Health weeks
- * Theatre in Education visits
- * Project/theme lessons
- * Box of Delights
- * Friendship Weeks
- * Health Education Visitors

Pupils will be taught RHSE within a framework which models and encourages the following values:

- * Being honest with themselves and others
- * Developing a critical awareness of themselves and others
- * Learning to show tolerance, understanding, respect and care for others
- * Developing an awareness and belief in one's own identity
- * Having a positive attitude towards the value of stable relationships for the upbringing of children
- * Acknowledging and understanding diversity with regard to religion, culture and sexual orientation

Language and Ground Rules in Lessons

All staff teaching RHSE will set ground rules in their classes. For example:

- * no one (teacher or pupil) will have to answer a personal question
- * no one will be forced to take part in a discussion
- * the only language used will be easily understood and acceptable to everyone in the class
- * only the correct names for body parts will be used
- * meanings of words will be explained in a sensible and factual way.

Dealing with difficult questions

We have a variety of strategies for dealing with difficult questions. For example:

- * if a question is too explicit or is inappropriate, the teacher will attend to it later, on an individual basis and a decision will be taken whether or not to inform the child's parents/carers;
- * if a child makes a disclosure that causes the teacher concern then they should follow child protection procedures established within the county and within our school Safeguarding Policy.

Specific Issues

Provision may be made for pupils in mixed age classes to be taught in separate age groups. Normally, male and female pupils will be taught together. However, when deemed appropriate, there may be occasions when pupils are taught in separate gender groups. This mainly applies to the specific Year 6 scheme of work.

Children with Special Educational Needs

For children with additional needs we aim to modify the teaching or resources to allow them to access the learning. This may be in the form of Social Stories, alternative texts visual prompts and aids and also by adjusting group sizes to best suit that pupil. It may be appropriate in some cases to deal with aspects of the curriculum on an individual basis so that pace and content suit that pupil's processing skills and understanding. Also, for some pupils some aspects of the PSHE curriculum may require teaching sensitively to avoid triggering anxiety and unwanted behavioural responses.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Assessment and Recording

Teachers assess the children's work in Relationships, Health and Sex Education both by making informal judgements as they observe them during lessons and by doing formal assessments of their work, measured against the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. This may be assessed using a variety of method such as: tests, quizzes, discussion, or draw and write exercises.

7. Roles and responsibilities

7.1 The governing board or Local Governing Committee (LGC)

The Local Governing Committee will approve the RHSE policy and hold the Head of school to account for its implementation.

7.2 The Head of School

The Head of School is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RHSE.

7.3 Staff

Teaching Staff are responsible for:

- Delivering RHSE in a sensitive way
- Modelling positive attitudes to RHSE (all adults in contact with children at school)
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RHSE

Staff do not have the right to opt out of teaching RHSE. Staff who have concerns about teaching RHSE are encouraged to discuss this with the headteacher.

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Staff responsible for the delivery of RHSE lessons at Stogursey School are:

Mr Gary Tucker

Miss Louise Day

Miss Laura May

Miss Beth Turner

Miss Lisa Dunwood

7.4 Pupils

Pupils are expected to engage fully in RHSE and, when discussing issues related to RHSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RHSE.

Following discussion with class and Head of School, requests for withdrawal should be put in writing and addressed to the Head of School.

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

9. Training

Staff are trained on the delivery of RHSE as part of their induction and it is included in our continuing professional development calendar. The Trauma and Mental Health-Informed approach training has just been started at the time of policy development and implementation.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHSE.

Impact

10. Monitoring and Review arrangements

The delivery of RHSE is monitored by Miss Laura May/Mr Gary Tucker/ Ms Caroline Hawkes through: planning scrutinies, learning walks, pupil voice and staff discussion/surveys.

Pupils' development in RHSE is monitored by class teachers as part of our internal assessment systems.

Policy review will be organised by lead teacher Miss Laura May and link governor Ms Caroline Hawkes. Any amendments to the policy will be approved by the Head and full governing committee.

See Appendix 3 – Grows framework

Appendix 1: Curriculum map

Relationships, health and sex education curriculum map

Key:

LWW = Living in the wider world

R = Relationships

H&W = Health and wellbeing

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year R-1	Autumn 1	Civic Duty <ul style="list-style-type: none">- LWW Group and class rules and why they're important- LWW Respecting the needs of ourselves and others- LWW Groups and communities I belong to- LWW Looking after the environment	Lifewise, PSHE Association, Circle time/discussion, books/stories or relevant texts.
Year R-1	Autumn 2	Financial Skills <ul style="list-style-type: none">- LWW Where money comes from and what it is used for- LWW How to keep money safe	Lifewise, PSHE Association, Circle time/discussion, books/stories or relevant texts.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year R-1	Spring 1	Safety <ul style="list-style-type: none"> - H&W Household products, including medicines - H&W Rules for keeping safe (in familiar and unfamiliar situations) - H&W How to ask for help if they are worried about something - H&W Privacy in different contexts - R The importance of not keeping secrets that make them feel uncomfortable or afraid. - R Special people in their lives - R Appropriate and inappropriate touch - LWW People who work in a community and how to get their help, including in an emergency 	Lifewise, PSHE Association, Circle time/discussion, books/stories or relevant texts, expert visits (e.g firefighters, health care).
Year R-1	Spring 2	Diversity <ul style="list-style-type: none"> - R To share their views and opinions with others - R Listening to others and playing co-operatively - R The importance of respect for the differences and similarities between people - R Bullying and teasing is wrong - LWW Everyone is unique - LWW The ways people are the same 	Lifewise, PSHE Association, Circle time/discussion, books/stories or relevant texts.
Year R-1	Summer 1	Health and Hygiene <ul style="list-style-type: none"> - H&W Making healthy choices - H&W Recognise what I am good at and set simple goals - H&W Learn about feelings and strategies for managing feelings - H&W Basic personal hygiene and it's importance - R That bodies and feelings can be hurt 	Lifewise, PSHE Association, Circle time/discussion, books/stories or relevant texts, expert visits (e.g firefighters, health care).

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year R-1	Summer 2	<p>Changes</p> <ul style="list-style-type: none"> - H&W Learn about what it feels like when there is change or loss - H&W Growing, changing and becoming independent - H&W Parts of the body <p>Feelings and Emotions</p> <ul style="list-style-type: none"> - R about recognising feelings of others and themselves - R Different types of behaviour and how this makes others feel 	Lifewise, PSHE Association, Circle time/discussion, books/stories or relevant texts.
Year 2-3	Autumn 1	<p>Civic duty</p> <ul style="list-style-type: none"> - LWW about group and class rules and why they are important (health and safety) Y3 Take part in making and changing rules - LWW about respecting the needs of ourselves and others - LWW about groups and communities that they belong to - LWW about looking after the local environment Y3 about the sustainability of the environment across the world - R 3 how actions can affect ourselves and others - R3 about working collaboratively toward shared goals - LWW 3 that everyone has human rights (and that children have their own set of human rights), about the UN declaration on the Rights of the Child - LWW3 what anti-social behaviour is and how it can affect people - LWW3 about their responsibilities, rights and duties (home, school and the environment) - LWW3 about being part of a community, about who works with the local community 	Lifewise, PSHE Association, Circle time/discussion, books/stories or relevant texts.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2-3	Autumn 2	Financial skills <ul style="list-style-type: none"> - LWW about where money comes from and what it is used for, about how to keep money safe - LWW3 about the role of money, ways of managing money (budgeting and saving) - LWW3 about what is meant by 'interest' and 'loan' - LWW3 What it means to be 'enterprising' 	Lifewise, PSHE Association, Circle time/discussion, books/stories or relevant texts.
Year 2-3	Spring 1	Safety <ul style="list-style-type: none"> - H&W that household products, including medicines, can be harmful if not used correctly - H&W about rules for keeping safe (in familiar and unfamiliar situations including the local environment and online) - H&W how to ask for help if they are worried about something - H&W about privacy in different contexts - R about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid Y3 when they should/should not agree to keep secrets - R about special people in their lives - R about appropriate and inappropriate touch Y3 how to respond to unacceptable physical contact - R that bodies and feelings can be hurt - LWW about the people who work in their community, how to get their help, including in an emergency - H&W 3 about managing risk in familiar situations and keeping safe - R3 importance of keeping personal boundaries and the right to privacy 	Lifewise, PSHE Association, Circle time/discussion, books/stories or relevant texts, expert visits (e.g firefighters, health care).

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2-3	Spring 2	<p>Diversity</p> <ul style="list-style-type: none"> - R about recognising how other people are feeling, about sharing feelings their own feelings with others and responding to others' feelings - R about different types of behaviour and how this can make others feel - R to share their views and opinions with others - R about listening to others and playing cooperatively - R about the importance of respect for differences and similarities between people - R that hurtful teasing and bullying is wrong, what to do if teasing and bullying is happening - LWW that everybody is unique - LWW about the ways we are the same as other people - R 3 about what makes a positive, healthy relationship, including friendships, how to maintain good friendships - R 3 how to listen and respond respectfully to a wide range of people, about sharing their points of view - R3 about solving disputes and conflict amongst themselves and their peers - R3 about differences and similarities between people, but understand everyone is equal - R3 about what is meant by 'stereotypes' - LWW3 about resolving differences – agreeing and disagreeing - LWW3 To appreciate difference and diversity (people living in the UK) - LWW3 about the values and customs of people around the world 	Lifewise, PSHE Association, Circle time/discussion, books/stories or relevant texts.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2-3	Summer 1	<p>Health & hygiene</p> <ul style="list-style-type: none"> - H&W about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food) - H&W about making healthy choices and (H3) identifying a 'balanced lifestyle' - H&W about different kinds of feelings, simple strategies to manage feelings - H&W about basic personal hygiene routines and why these are important - H&W the correct names for the main parts of the body of boys and girls - H&W 3 about what makes up a balanced diet, about opportunities they have to make their own choices about food, about what influences their choices about food - H&W 3 that images in the media do not necessarily reflect reality - H&W 3 about a wider range of feelings, both good and not so good, that people can experience conflicting feelings at the same time, about describing their feelings to others - H&W 3 that simple hygiene routines can prevent the spread of bacteria and viruses - H&W 3 about feeling negative pressure and how to manage this - H&W 3 about what is meant by a habit, how habits can be hard to change - H&W 3 about drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco) - R3 to recognise and manage dares - LWW3 to discuss and debate issues concerning health and wellbeing - LWW3 that information presented in the media can be misleading 	<p>Lifewise, PSHE Association, Circle time/discussion, books/stories or relevant texts, expert visits (e.g firefighters, health care).</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2-3	Summer 2	<p>Changes</p> <ul style="list-style-type: none"> - H&W to recognise what they are good at and set simple goals - H&W about how it feels when there is change or loss - H&W about growing, changing and becoming more independent - H&W 3 to recognise their achievements and set personal targets for the future - H&W 3 about the kinds of change that happen in life and the feelings associated with this - H&W 3 about the changes that happen at puberty y3 appropriate (body shape/voices) 	Lifewise, PSHE Association, Circle time/discussion, books/stories or relevant texts.
Year 4-6	Autumn 1	<p>Civic duty</p> <ul style="list-style-type: none"> - R4/5/6 about working collaboratively toward shared goals - R4/5/6 why and how laws are rules and laws are made, how to take part in making and changing rules (Y4 rules keeping us safe) - LWW4/5/6 about the importance of human rights (and the Rights of the Child), about the UN declaration on the Rights of the Child - LWW6 that harmful practices (such as FGM and forced marriage) are against British law (illegal) and in contradiction with human - LWW6 rights, that human rights overrule any beliefs, ideas or practices that harm others - LWW4/5/6 about different kinds of responsibilities (home, school, community and the environment) - LWW4/5/6 about what it means to be a part of a community, about different groups / individuals that support the local community, about the role of voluntary, community and pressure groups - LWW4/5/6 to be critical of what they see and read in the media, to critically consider information they choose to forward to others - LWW4 about the sustainability of the environment across the world 	Lifewise, PSHE Association, Circle time/discussion, books/stories or relevant texts.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4-6	Autumn 2	<p>Financial skills</p> <p>LWW4 The role of money, managing money (budgeting and saving)</p> <p>LWW6 how finance plays an important part in people's lives, about being a critical consumer¹</p> <p>LWW4/5/6 about what is meant by 'interest', 'loan', (Y6: 'debt'), about the importance of looking after money, including managing loans and Y6: debts, that people pay 'tax' to contribute to society</p> <p>LWW6 about how resources are allocated and the effect this has on individuals, communities and the environment</p> <p>LWW4/5/6 what it takes to set up an enterprise, about what enterprise means for work and society</p>	Lifewise, PSHE Association, Circle time/discussion, books/stories or relevant texts.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4-6	Spring 1	<p>Safety</p> <ul style="list-style-type: none"> - H&W4/5/6 about independence, increased responsibility and keeping safe, strategies for managing risk - H&W4/5/6 how the spread of infection can be prevented - -H&W4/5/6 about the skills needed in an emergency: what to do in an emergency, basic emergency aid - H&W6 about the right they have to protect their body, that female genital mutilation (FGM) is physical abuse and is illegal, about the importance of speaking out about FGM - H&W4/5/6 about strategies for managing personal safety - local environment - H&W4/5/6 about strategies for managing personal safety – online, what to consider before sharing pictures of themselves and others online - -H&W6 how to keep safe and well when using a mobile phone - R4/5/6 about judging whether physical contact is acceptable or unacceptable, how to respond - R4/5/6 about confidentiality, about times when it appropriate and necessary to break a confidence (secrets) - R4/5/6 to recognise and manage dares 	<p>Lifewise, PSHE Association, Circle time/discussion, books/stories or relevant texts, expert visits (e.g firefighters, health care).</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4-6	Spring 2	<p>Diversity</p> <ul style="list-style-type: none"> - H&W 4/5/6 about different ways of achieving and celebrating personal goals, how having high aspirations can support personal achievements - H&W4/5/6 how to further describe the range and intensity of their feelings to others, how to manage complex or conflicting emotions - R4/5/6 how to respond appropriately to a wider range of feelings in others - R6 about different types of relationships (friends, families, couples, marriage, civil partnership), about what constitutes a positive, healthy relationship, about the skills to maintain positive relationships - R4 healthy relationships (friendships, family) maintaining these - R4/5/6 about the consequences of their actions on themselves and others - R4/5/6 to respectfully listen to others but raise concerns and challenge points of view when necessary - R4/5/6 negotiation and compromise strategies to resolve disputes and conflict, to give helpful feedback and support to others - R4/5/6 about the factors that make people the same or different, to recognise and challenge 'stereotypes', Y6: about the correct use of the terms sex, gender identity and sexual orientation - R4/5/6 about discrimination, teasing, bullying and aggressive behaviour and its effect on others - R4/5/6 about the importance of keeping personal boundaries and the right to privacy - LWW4/5/6 how anti-social behaviours can affect wellbeing, how to handle, challenge or respond to anti-social or aggressive behaviours (Y4 how to get help) - LWW4/5/6 about resolving differences, respecting different points of view and making their own decisions - LWW4/5/6 To appreciate the range of national, regional, religious and ethnic identities of people living in the UK - LWW4/5/6 about the lives, values and customs of people living in other places 	Lifewise, PSHE Association, Circle time/discussion, books/stories or relevant texts.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4-6	Summer 1	<p>Health & hygiene</p> <ul style="list-style-type: none"> - H&W 4/5/6 about positively and negatively affects health and wellbeing (including mental and emotional health), how to make informed choices that contribute to a 'balanced lifestyle' - H&W 4/5/6 about the benefits of a balanced diet, about different influences on food and diet, about developing skills to help make their own choices about food - H&W 4/5/6 how images in the media can distort reality, that this can affect how people feel about themselves - H&W4/5/6 about different influences on behaviour, including peer pressure and media influence, how to resist unhelpful pressure and ask for help - H&W6 about habits (in relation to drug, alcohol and tobacco education Y5/6) Y4: What is a habit, how they are hard to change focus on caffeine, alcohol and tobacco only) - H&W6 about some of the risks and effects of legal and illegal substances (drugs – including medicines, alcohol and tobacco) - H&W6 about who is responsible for their health and wellbeing, where to get help advice and support - LWW4/5/6 To research, discuss and debate to discuss and debate issues - concerning health and wellbeing - H&W4 that simple hygiene routines can prevent the spread of bacteria and viruses 	Lifewise, PSHE Association, Circle time/discussion, books/stories or relevant texts, expert visits (e.g firefighters, health care).

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4-6	Summer 2	<p>Changes</p> <ul style="list-style-type: none"> - H&W5/6 about coping with change and transition - how this relates to bereavement and the process of grieving - H&W4 about the kinds of change that happen in life and the feelings associated with this - H&W4/5/6 about the changes that happen at puberty (recap learning from years 4 and/or 5) - R6 about different types of relationships (friends, families, couples, marriage, civil partnership), about what constitutes a positive, healthy relationship, about the skills to maintain positive relationships - H&W6 to recognise when a relationship is unhealthy - R6 about committed loving relationships (including marriage and civil partnership) - R6 that marriage, arranged marriage and civil partnership is between two people who willingly agree, that to force anyone into marriage (forced marriage) is illegal, about the importance speaking out about forced marriage <p>(Year 6 optional sex education lessons)</p> <ul style="list-style-type: none"> - H&W6 about human reproduction in the context of the human lifecycle, how a baby is made and how it grows, about roles and responsibilities of parents and carers, that pregnancy can be prevented 	Twinkl, Lifewise, PSHE Association, Books/stories, biology texts.

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children 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 others' families, either in school or in the wider world, sometimes look different from their family, but that 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	<ul style="list-style-type: none"> • 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, and that 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, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • 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 in 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 different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by 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 including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • 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; including 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) whom 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 or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Grows Framework

Growing in Grace and Knowledge

Stogursey YR_Learners		LEARNING SKILL	What it looks like:
Are	Do		
Great self-organisers	WORK INDEPENDENTLY	SET GOALS	Plan and make a decision about how to approach a task and reach a goal.
		ASK QUESTIONS	Engaging in open-ended activity and asking questions to further their understanding.
		DEVELOP A RANGE OF STRATEGIES	Engage in new experiences and investigate by trial and error.
		MONITOR & ADAPT PLANS	Checking how well their activities are going and changing strategy as needed.
Relationship builders	SUCCEED TOGETHER	RELATE TO OTHERS	Talk about their own behaviour and others' behaviour and its consequences.
		ACTIVELY LISTEN	Listen attentively to others and take into consideration others' views.
		SEEK OUT THINGS	Showing curiosity about objects, events and people and using their sense to explore them.
		TEAMWORK	Acting out experiences with other people and turn taking independently.
		RESOLVE CONFLICT	Play and work cooperatively and find solutions to conflict such as finding a compromise.
Own emotion managers	MANAGE OWN EMOTIONS	ACTIVELY ENGAGE	Showing high levels of energy and being eager to offer idea and participate in every lesson
		MANAGE FEELINGS/ CONTROL IMPULSES	Understand that own actions can affect others and adjust their behaviour to different situations.
		CONCENTRATE	Maintaining focus on a task and not being easily distracted.
		HANDLE PRESSURE	Say when I do and don't need help.
Wise decision makers	PLAN	NOTICE PROBLEMS	Find new ways to do things and solve problems
		USE PRIOR KNOWLEDGE	Make links and notice patterns
		USE METACOGNITION	Making predictions and test ideas
	DO	ANALYSE SOLUTIONS	Tell <i>or show</i> someone how I solved something and why it worked/didn't work..
		SOLVE PROBLEMS CREATIVELY	suggest <i>or demonstrate</i> a way to solve a problem
		TAKE RISKS	Taking risks by engaging in new experiences, and learning by trial and error
	REVIEW	EVALUATE	Checking how well their activities are going
		REFLECT	Reviewing how well the approach worked
Self-awareness	HEAR 'INNER VOICE'	IDENTIFY EMOTIONS	Be able to express core feelings.
		GROWTH MINDSET	Showing a 'can do' attitude.
		CHALLENGE NEGATIVE THOUGHTS	Persisting with activity when challenges occur and staying regulated
	BELIEVE IN THEMSELVES	HAVE ACCURATE SELF-PERCEPTION	Say what I feel confident doing or talking about what I still need help with.

		SELF-BELIEF	Showing a belief that more effort or a different approach will pay off.
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Growing in Grace and Knowledge

Stogursey Y1__Learners		LEARNING SKILL	What it looks like:
Are	Do		
Great self-organisers	WORK INDEPENDENTLY	SET GOALS	Set a target and be able to talk about why they want to achieve that.
		ASK QUESTIONS	<i>Use a widening range of questions using how & why, what,, when where, how long etc</i>
		DEVELOP A RANGE OF STRATEGIES	<i>Use pictorial cues, lists, reminders to help with self-organisation . I read regularly at home.</i>
		MONITOR & ADAPT PLANS	<i>Show different strategies and methods for different situations</i>
Relationship builders	SUCCEED TOGETHER	RELATE TO OTHERS	<i>Realise how others feel from certain behaviours and alter behaviour when necessary.</i>
		ACTIVELY LISTEN	Listen carefully to instructions and follow them - ask for clarification if unsure about what has been asked. <i>Practise active listening skills (eye contact, gestures, posture)</i>
		SEEK OUT THINGS	Showing curiosity about learning and being inquisitive by asking questions..
		TEAMWORK	Participate in group discussions and be respectful by listening to the views of others.
		RESOLVE CONFLICT	<i>Identify ways to collaborate effectively and think of compromises to achieve this with others.</i>
Own emotion managers	MANAGE OWN EMOTIONS	ACTIVELY ENGAGE	Showing a positive attitude towards learning and being motivated to offer ideas and participate in every lesson.
		MANAGE FEELINGS/ CONTROL IMPULSES	<i>Share my own feelings with others and have different strategies to manage own feelings.</i>
		CONCENTRATE	Maintain attention during activities and participate by listening and making relevant comments. <i>Show an ability to avoid distractions (eg chatter, teasing) and an ability to wait</i>
		HANDLE PRESSURE	<i>Ask for help if I feel worried about something and use calming and soothing strategies and resources as directed.</i>
Wise decision makers	PLAN	NOTICE PROBLEMS	Identify a problem and think about how to approach it.
		USE PRIOR KNOWLEDGE	Make links and notice patterns between past learning and a new problem.
		USE METACOGNITION	To talk about the thought processes involved when engaged in an activity.
	DO	ANALYSE SOLUTIONS	Talk about what went well and what could be improved.
		SOLVE PROBLEMS CREATIVELY	Suggest ways to solve problems and try different methods to do so.
		TAKE RISKS	Attempt unfamiliar challenges and talk about how we can learn from mistakes.
	REVIEW	EVALUATE	Talk with others about what you have achieved.
		REFLECT	<i>Show or describe to someone what went well and what did not.</i>
Self-awareness	HEAR 'INNER VOICE'	IDENTIFY EMOTIONS	To talk about core emotions and the effect they can have on behaviour and the body.
		GROWTH MINDSET	<i>Demonstrate a 'have a go' attitude and a growing curiosity with a widening range of interests</i>
		CHALLENGE NEGATIVE THOUGHTS	<i>Recognise that some things are hard (eg waiting and sharing) and show ways to</i>

			overcome them
	BELIEVE IN THEMSELVES	HAVE ACCURATE SELF-PERCEPTION	Talks about own strengths and weaknesses in a positive way.
		SELF-BELIEF	Know your personal characteristics, likes and dislikes and identify at least one thing you are proud of
		MONITOR & ADAPT PLANS	Show different strategies and methods for different situations

Growing in Grace and Knowledge

Stogursey Y2_Learners		LEARNING SKILL	What it looks like:
Are	Do		
G reat self-organisers	WORK INDEPENDENTLY	SET GOALS	Review my achievements against success criteria
		ASK QUESTIONS	Suggest the question when given an answer (or suggest a range of questions?)
		DEVELOP A RANGE OF STRATEGIES	I can use equipment in school to support my learning. I complete homework on time.
		MONITOR & ADAPT PLANS	Learn to check how you're progressing and to change the method to improve if you need to.
Relationship builders	SUCCEED TOGETHER	RELATE TO OTHERS	Demonstrate simple strategies to help to maintain relationships
		ACTIVELY LISTEN	Know how to show that I can actively listen, think and share ideas and be prepared to follow the ideas and suggestions of others.
		SEEK OUT THINGS	Learn who is likely to be able to help and support you and seek them out. Similarly, use previously successful strategies
		TEAMWORK	Learn ways to work with people chosen by my teacher, even if not easy for you
		RESOLVE CONFLICT	Learn more ways to negotiate and compromise
Own emotion managers	MANAGE OWN EMOTIONS	ACTIVELY ENGAGE	Choose a sensible partner and share ideas with them.
		MANAGE FEELINGS/ CONTROL IMPULSES	Give examples of helpful/ not helpful ways to communicate feelings and demonstrate ways to manage them successfully
		CONCENTRATE	Don't let others distract me from my learning.
		HANDLE PRESSURE	Help myself and tell those who care for me that I am worried
Wise decision makers	PLAN	NOTICE PROBLEMS	Identify a problem and think about how to approach it.
		USE PRIOR KNOWLEDGE	Make links between their past learning experiences and a new problem.
		USE METACOGNITION	Reflect on what worked well or not so well when engaged in an activity.

	DO	ANALYSE SOLUTIONS	Reviewing own learning talking about what went well and what could be improved.
		SOLVE PROBLEMS CREATIVELY	suggest/ <i>Demonstrate</i> ways to solve a range of problems
		TAKE RISKS	<i>Be prepared to try new or different things ('outside the box'/'blue sky thinking')</i>
	REVIEW	EVALUATE	Assess own learning and talk with peers about what they feel went well.
		REFLECT	Share my learning with the class <i>and share your class learning with other classes</i>
Self-awareness	HEAR 'INNER VOICE'	IDENTIFY EMOTIONS	<i>Recognise and name a wider range of emotions</i>
		GROWTH MINDSET	<i>Practice being open to new ideas, activities and suggestions</i>
		CHALLENGE NEGATIVE THOUGHTS	<i>Recognise self-doubt and negativity and develop ways to combat them</i>
	BELIEVE IN THEMSELVES	HAVE ACCURATE SELF-PERCEPTION	<i>Identify your strengths and things things you want to get better at</i>
		SELF-BELIEF	<i>Describe things that you believe are really important about you and you want to share</i>

Growing in Grace and Knowledge

Stogursey Y3_Learners		LEARNING SKILL	What it looks like:
Are	Do		
Great self-organisers	WORK INDEPENDENTLY	SET GOALS	Set and review targets for my learning
		ASK QUESTIONS	Suggest a question which can be investigated
		DEVELOP A RANGE OF STRATEGIES	I can independently choose equipment in school to support my learning. I complete homework on time.
		MONITOR & ADAPT PLANS	When doing something successfully or unsuccessfully, alter the method to improve the outcome.
Relationship builders	SUCCEED TOGETHER	RELATE TO OTHERS	Identify what makes a healthy relationship and maintain them.
		ACTIVELY LISTEN	Listen, then comment on what I have heard, asking relevant questions.
		SEEK OUT THINGS	<i>Start to research and resource what you're going to need/what you want</i>
		TEAMWORK	Work in a team making sure everyone has a turn at speaking.
		RESOLVE CONFLICT	Learn and practice 'STOP, FEEL, THINK, CHOOSE' THINK before acting.
Own emotion managers	MANAGE OWN EMOTIONS	ACTIVELY ENGAGE	Offer ideas and thinking with peers and adults in the class.
		MANAGE FEELINGS/ CONTROL IMPULSES	Use a range of strategies to manage feelings and show consideration of others feelings
		CONCENTRATE	Know what you need to get started on a task and to focus until completed

		HANDLE PRESSURE	Recognise when I feel under pressure and follow guidance on how to manage this
W ise decision makers	PLAN	NOTICE PROBLEMS	Identify a problem and consider ways to approach it.
		USE PRIOR KNOWLEDGE	Make links between strategies you have used in the past to solve a similar problem.
		USE METACOGNITION	Say aloud my thought processes when engaged in an activity. <i>Begin to identify what benefits and hinders smooth decision making</i>
	DO	ANALYSE SOLUTIONS	<i>With a partner or in a small group, think about and discuss the pros and cons of your solution(s)</i>
		SOLVE PROBLEMS CREATIVELY	<i>Try out think of different ideas and possibilities when solving problems</i>
		TAKE RISKS	Tackle problems independently before asking for help. Engage in new experiences.
	REVIEW	EVALUATE	Assess learning independently and with peers; discuss what went well and what would be improved.
		REFLECT	Think about my learning and suggest what learning can come next.
S elf-awareness	HEAR 'INNER VOICE'	IDENTIFY EMOTIONS	<i>Recognise a range of emotions. Understand that emotions vary in intensity and impact and can change from day to day</i>
		GROWTH MINDSET	Recognise self improvements and make suggestions to improve further.
		CHALLENGE NEGATIVE THOUGHTS	<i>Adopt an 'I can do this' attitude</i>
	BELIEVE IN THEMSELVES	HAVE ACCURATE SELF-PERCEPTION	<i>Identify your personal and physical characteristics and beliefs</i>
		SELF-BELIEF	I can tell people good attributes about myself and accept compliments from others.

Growing in Grace and Knowledge

Stogursey Y4 Learners		LEARNING SKILL	What it looks like:
Are	Do		
G reat self-organisers	WORK INDEPENDENTLY	SET GOALS	break a longer term plan into achievable steps
		ASK QUESTIONS	ask further questions to deepen my understanding
		DEVELOP A RANGE OF STRATEGIES	I draw on previous knowledge and self-managed learning packs to support my school work and. I complete home learning tasks.
		MONITOR & ADAPT PLANS	<i>Describe or show how you had to adapt something you'd started</i> to make improvements.
R elationship builders	SUCCEED TOGETHER	RELATE TO OTHERS	Identify problems that can arise in relationships and how to resolve it
		ACTIVELY LISTEN	listen and respond in formal and informal situations.
		SEEK OUT THINGS	<i>Seek out helpful people and begin to seek information and resources independently</i>
		TEAMWORK	work with others to deepen my learning

		RESOLVE CONFLICT	realise my actions can hurt others on the inside as well as the outside and learn to respect others preferences Use STOP, FEEL, THINK, CHOOSE'
Own emotion managers	MANAGE OWN EMOTIONS	ACTIVELY ENGAGE	Begin to show increasing engagement with unfamiliar areas or where you are less confident
		MANAGE FEELINGS/ CONTROL IMPULSES	describe how feelings can affect thoughts and behaviour and share ways to help manage them
		CONCENTRATE	know how to manage classroom distractions
		HANDLE PRESSURE	Identify where pressure might be coming from and accept support to handle it
Wise decision makers	PLAN	NOTICE PROBLEMS	Identify potential difficulties before starting
		USE PRIOR KNOWLEDGE	Make links between strategies you have used in the past to solve a similar problem.
		USE METACOGNITION	Identify my thought processes when I solve a problem. Decide how effective this strategy is and make changes (using predictions)if necessary.
	DO	ANALYSE SOLUTIONS	Review my own learning; what strategies work well and what could be improved?
		SOLVE PROBLEMS CREATIVELY	give alternative solutions or explanations
		TAKE RISKS	Tackle problems independently before asking for help. Show a willingness to try something even if it might not work
	REVIEW	EVALUATE	Assess own learning; reflect with peers about what worked well and what could be improved.
		REFLECT	draw out lessons and generalisations from my reflections and discuss them
Self-awareness	HEAR 'INNER VOICE'	IDENTIFY EMOTIONS	Name an increasing range of feelings in yourself and others and begin to understand individual differences
		GROWTH MINDSET	Expand your self-knowledge by exploring topics that motivate you and understand your strengths and areas where you need more help
		CHALLENGE NEGATIVE THOUGHTS	Reflect on negative thoughts and use strategies to overcome them
	BELIEVE IN THEMSELVES	HAVE ACCURATE SELF-PERCEPTION	Identify how your self- perception has grown, eg noting things about you that have changed
		SELF-BELIEF	Identify your strengths and things you want to get better at. Notice the way thinking can change and learn what helps you to be strong and confident

Growing in Grace and Knowledge

Stogursey Y5_Learners		LEARNING SKILL	What it looks like:
Are	Do		
Great self-organisers	WORK INDEPENDENTLY	SET GOALS	set success criteria in a group and reflect on achievements
		ASK QUESTIONS	construct hypothetical questions
		DEVELOP A RANGE OF STRATEGIES	Draw on previous knowledge and use self-managed learning packs to support school work. independently undertake some self-study tasks in school and at home
		MONITOR & ADAPT PLANS	When solving a problem, analyse the outcome <i>of your plans and adapt them if necessary.</i>
Relationship builders	SUCCEED TOGETHER	RELATE TO OTHERS	recognise that relationships start and end and that this is normal
		ACTIVELY LISTEN	use body language to enhance my listening
		SEEK OUT THINGS	<i>Be prepared to learn from each other, watching and questioning, showing curiosity</i>
		TEAMWORK	motivate all members of the group to contribute and remind them of the task
		RESOLVE CONFLICT	Stop, take a step back and ask 'what if'
Own emotion managers	MANAGE OWN EMOTIONS	ACTIVELY ENGAGE	<i>Demonstrate an increasing engagement with unfamiliar areas or where you are less confident</i>
		MANAGE FEELINGS/ CONTROL IMPULSES	respond appropriately to a wider range of feelings in others
		CONCENTRATE	know what conditions are best for my learning <i>and that of others</i>
		HANDLE PRESSURE	identify examples of peer pressure and media pressure
Wise decision makers	PLAN	NOTICE PROBLEMS	Identify a problem and consider how I will approach it; create a plan.
		USE PRIOR KNOWLEDGE	Make links between a range of strategies you have used in the past to solve a similar problem.
		USE METACOGNITION	Identify my thought processes when I solve a problem. Decide how effective strategies are and make changes (using predictions) if necessary.
	DO	ANALYSE SOLUTIONS	Review my own learning; what strategies work well? <i>Identify practical ways to improve your solution further</i>
		SOLVE PROBLEMS CREATIVELY	look for alternative innovative outcomes
		TAKE RISKS	Tackle problems independently before asking for help - embracing mistakes. Engage in new experiences.
	REVIEW	EVALUATE	Assess own learning; reflect with peers and themselves about what they feel they did well and what they could improve on.
		REFLECT	use a range of criteria to reflect on my own and others learning
Self-awareness	HEAR 'INNER VOICE'	IDENTIFY EMOTIONS	<i>Show/ describe ways that help you keep on an even keel, how you can prevent getting overwhelmed by your emotions</i>
		GROWTH MINDSET	<i>Explore your special interest in more depth and learn about others interests in your class</i>

		CHALLENGE NEGATIVE THOUGHTS	<i>Be ready to listen and deal constructively with negative thoughts</i>
	BELIEVE IN THEMSELVES	HAVE ACCURATE SELF-PERCEPTION	<i>Be comfortable describing your strengths and weaknesses and know how you can have an impact on some of these</i>
		SELF-BELIEF	<i>Identify your strengths and things you want to get better at. Notice the way thinking can change and learn what helps you to be strong and confident</i>

Growing in Grace and Knowledge

Stogursey Y6 Learners		LEARNING SKILL	What it looks like:
Are	Do		
Great self-organisers	WORK INDEPENDENTLY	SET GOALS	<i>break a long-term plan into small achievable steps, plan to overcome obstacles, set success criteria and celebrate achievement</i>
		ASK QUESTIONS	<i>understand that questions can have more than one correct answer and some cannot be answered</i>
		DEVELOP A RANGE OF STRATEGIES	<i>I draw on previous knowledge and self-managed learning packs to support my school work and. I independently undertake self-study tasks in school and at home.</i>
		MONITOR & ADAPT PLANS	<i>When solving a problem, analyse the outcome and alter the method to make improvements.</i>
Relationship builders	SUCCEED TOGETHER	RELATE TO OTHERS	<i>identify factors that help relationships to flourish</i>
		ACTIVELY LISTEN	<i>read the body language of others to enhance my listening</i>
		SEEK OUT THINGS	<i>Know where and how to find information, to research information and to check the validity of your sources</i>
		TEAMWORK	<i>use the strengths of others I work with</i>
		RESOLVE CONFLICT	<i>Always consider the consequences of my actions on myself and others</i>
Own emotion managers	MANAGE OWN EMOTIONS	ACTIVELY ENGAGE	<i>Increase the depth of your engagement with familiar people and areas of interest and be open to engage where you are less confident</i>
		MANAGE FEELINGS/ CONTROL IMPULSES	<i>empathise with others who are experiencing difficult feelings</i>
		CONCENTRATE	<i>adapt and apply my learning to new situations</i>
		HANDLE PRESSURE	<i>resist peer pressure and use strategies to self-regulate</i>
Wise decision makers	PLAN	NOTICE PROBLEMS	<i>Identify a problem and consider how I will approach it; create a plan with a goal in mind.</i>
		USE PRIOR KNOWLEDGE	<i>Draw upon a range of strategies you have used in the past to solve a similar problem.</i>

		USE METACOGNITION	Assess the effectiveness of a range of strategies and make changes (using predictions) if necessary
	DO	ANALYSE SOLUTIONS	Review my own learning. <i>Identify potential improvements to your solution. Compare and contrast other possibilities</i>
		SOLVE PROBLEMS CREATIVELY	adapt and apply my learning to new situations
		TAKE RISKS	Tackle problems independently before asking for help - drawing on a range of strategies. Engage in new experiences and <i>work outside your comfort zone</i>
	REVIEW	EVALUATE	Assess own learning; reflect independently and with peers <i>explaining the reason for your decision, the advantages and disadvantages</i>
		REFLECT	develop my own criteria and reflect on my own and others' learning
	Self-awareness	HEAR 'INNER VOICE'	IDENTIFY EMOTIONS
GROWTH MINDSET			<i>Understand the term 'lifelong learning' and accept encouragement to continually learn new things and to increase your expertise</i>
CHALLENGE NEGATIVE THOUGHTS			<i>Understand that negative thoughts can be destructive and self-limiting and use tried and tested ways to deal constructively with them</i>
BELIEVE IN THEMSELVES		HAVE ACCURATE SELF-PERCEPTION	<i>Identify what helps you to be strong and confident, how this can change and continue to explore routines that support you</i>
		SELF-BELIEF	<i>Broaden the areas where you are strong and confident, knowing what impact your actions can have on yourself and others</i>