



Policy Title: P.S.H.E.

Policy Folder: Subjects

Last Review: May 2022

Next Review: May 2025

Led By: Subject Co-ordinator

Responsible Committee: SD Committee

This policy sets out our school's approach to PSHE including the statutory Relationships, Health Education and non-statutory Sex Education programme. It was produced by the PSHE coordinator working with the Senior Leadership Team and should be read in conjunction with the RSE policy.

Introduction - achieving our intent through PSHE curriculum:

Alongside our curriculum intent, our CARE values (confidence, achievement, respect, enthusiasm) underpin everything that we do as a school. We all aim for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey.

At Lantern Lane, we aim to be a Dyslexia Friendly School. It is our intention that pupils will be able to achieve their cognitive potential in PSHE, regardless of any difficulties spelling, reading, writing or any other traits commonly associated with Dyslexia. In order to achieve this potential, teaching will apply principles of quality first teaching such as reducing cognitive load and providing scaffolding. Where reading is required, appropriate support will be provided (for example, paired reading, pre-reading opportunities, inclusive tech). Pupils will be given a variety of ways to show their understanding across a sequence of learning, appropriate to the learning intention (for example diagrams, labelling, cloze activities, oral presentations, group work).

In our teaching of PSHE, we also contribute to the development of the children's spiritual, moral, social and cultural understanding in a variety of ways:

Spiritual - explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral - recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social - investigate moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British Values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural - appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.

Legislation and Guidance

This PSHE policy has been written to ensure Lantern Lane meets the requirements of the National Curriculum 2014 for science and provides relevant learning in line with the non-statutory framework for Personal, Social, Health and Economic (PSHE) Education and Citizenship for Key Stages 1 and 2.

As part of the Education Act 2002 all schools must provide a broad and balanced curriculum. This should promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

This policy also takes into account the following direction from the Department for Education:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (June 2019),
- Teaching Online Safety in School (June 2019),
- Parental Engagement on Relationships Education (October 2019).

From September 2020, Relationships Education and Health Education are compulsory in all schools providing primary education. At Lantern Lane, both Relationships Education and Health Education are taught through a comprehensive programme of study for PSHE which fulfils all aspects of these curricula. In line with DfE guidance,

we have chosen to offer Sex Education as part of our curriculum that we will tailor to "the age and the physical and emotional maturity of the pupils" (see RSE policy for further details).

This policy has been written to formally record the teaching, monitoring and assessment of PSHE at Lantern Lane Primary & Nursery School.

Aims:

At Lantern Lane Primary School, we strive to deliver high-quality PSHE lessons. We use the question-based model promoted by the PSHE Association, i.e. teaching is organised around the exploration of a new question for each half term (see Appendix 2 for explanation and examples of the question-based model).

The new PSHE long-term plan was implemented in April 2021 to reflect the changes to guidance.

The policy aims to:

- Identify what is intended to be taught and how it should be implemented.
- Identify the overall structure and framework of the PSHE curriculum in the school.
- Identify the ways in which we will ensure that children make progress in this subject throughout their time at the school.
- Describe how impact of the quality of education in this subject will be evaluated.
- Identify school procedures to monitor and evaluate the PSHE curriculum.

This policy will be reviewed every three years by the subject co-ordinator, as part of the school's policy review cycle. The policy will, however, be reviewed earlier if there are changes to the National Curriculum, or other significant changes which impact on the teaching and assessment of this subject. The implementation of this policy is the responsibility of all teaching staff

Policy Availability.

This policy will be available to view online at <https://www.lanternlane.notts.sch.uk/>. A copy will also be available to be printed in our school office and available for staff to view on the SharePoint.

Roles and Responsibilities

Governors

- To be well-informed about the teaching of and learning in PSHE at Lantern Lane
- To be well-informed about the subject action plan including the progress of targets set
- To meet termly with PSHE Co-ordinator (to support the above)
- To participate in work scrutiny and other monitoring activities as appropriate (see Monitoring and Assessment Policy).

Headteacher:

- To review documentation, action plans, targets and school attainment (as per the Monitoring and Assessment Policy).
- To participate in work scrutinises and other monitoring activities as appropriate.
- To relay relevant information to the governing body.

Role of the Subject Leader

- Ensures teachers understand the requirements of the National Curriculum and supports them to plan lessons. Leads by example by setting high standards in their own teaching.

- Leads continuing professional development; facilitates joint professional development; provides support and feedback for teachers to improve pupil learning.
- Leads the whole-school monitoring and evaluation of teaching and learning in PSHE by observing teaching and learning in PSHE regularly; planning whole school improvement; conducting work scrutiny to inform evaluation of progress; conducting pupil interviews.
- Takes responsibility for managing own professional development by participating in external training, independent private study, engaging in educational research and scholarly reading and keeping up-to-date with PSHE developments.
- Keeps parents informed about PSHE as appropriate.
- Ensures that the school's senior leaders and governors are kept informed about the quality of teaching and learning in PSHE.
- Works in close partnership with the school's senior leaders to ensure the learning needs of all pupils in PSHE are met effectively.
- Keeps the school's policy for PSHE under regular review.

Staff

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way and engaging way.
- Modelling positive attitudes
- Monitoring progress of all students in PSHE
- Responding to the needs of individual pupils

Pupils

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

Working with Parents and Carers:

Lantern Lane is committed to working with parents and believes that it is important to have the support of parents and the wider community. The school recognises that parents/carers are the prime educators for children on PSHE matters. As such, the school seeks to work in partnership with parents/carers, in a relationship of mutual understanding, trust and co-operation. In promoting this objective, we:

- Consult parents/carers on the purpose and content of the school's programme of study for PSHE, explaining clearly what will be taught and when.
- Inform parents about the school's approach to PSHE, making planning and resources available on request.
- Make this PSHE Policy available via our school website - a paper copy can be made available on request.
- Answer any questions that parents/carers may have about the education of their child in relation to PSHE.
- Notify parents when Sex Education will be taught and outline the proposed content.
- Discuss concerns regarding curriculum content/delivery and acknowledge the parental right of withdrawal from Sex Education.

- Take seriously any issue that parents/carers raise with staff or governors about this PSHE Policy or the arrangements for PSHE in the school.

Teaching and Learning:

Curriculum:

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. We draw on good practice and strive to ensure our PSHE lessons are relevant and of a high quality for our pupils. The new PSHE long-term plan was implemented in April 2021. The PSHE curriculum has 3 areas which each year group will cover:

- Relationships [including families & close positive relationships; friendships; managing hurtful behaviour and bullying; safe relationships; respecting self and others]
- Health and well-being [including healthy physical lifestyles; mental health; growing & changing; keeping safe out and about and online; drugs, alcohol and tobacco]
- Living in the wider world [shared responsibilities; communities; media literacy & digital resilience; economic well-being - money, aspirations, work and career].

At Lantern Lane, all children have the right to a quality PSHE education, recognising its importance in securing good outcomes for them throughout their life. This is provided through high quality teaching that is personalised and supports strong outcomes.

What good teaching and learning looks like in PSHE at Lantern Lane:

Teachers:		Pupils:
EYFS to Y6	Model respect for all different types of families, communities and traditions	Understands and can confidently talk about their own families, communities and traditions.
	Model respect for others	Speak confidently about their own views
	Respect and listen to the views of others	Know how to look after own health and wellbeing
	Asks open ended questions that allow discussion around the subject of PSHE	Knows how to keep themselves safe in different situations including when online
	Values all children's responses to questions asked	Understand rules and boundaries and able to model these through their behaviour
	Share their views and opinions but allow children to have their own opinions that are not swayed by others	

Inclusion and Special Needs

Lantern Lane aims to meet the needs of all, taking into account gender, ethnicity, culture, religion, language, disability, age and social circumstances. The provision for children with special needs is detailed in the SEND Policy. SEND pupils may be supported by additional adults, different resources or differentiated activities. We have high expectations of all children and strongly believe that all children are able to achieve in PSHE. Some may take longer to grasp concepts and may need careful scaffolding or extra time/support.

Our staff are aware that PSHE is an important subject for all pupils. Accordingly, our teaching staff provide learning opportunities that take account of the additional needs of our SEND children.

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. To support this, careful consideration is given to how the content or delivery may need to be adapted to ensure accessibility and support is also varied depending on the pupils' additional needs.

Classroom Management and Organisation:

Children may work in groups, in pairs or individually - whatever is the most effective organisation for that particular lesson. Our whole school intent for our PSHE curriculum is to ensure that pupils have the knowledge to make sense of the world in which they live in and relate to others in it.

The sharing of the lesson's learning objective will be a key explicit part of the teaching and, wherever possible, links will be made between this and other learning.

Children will be given the opportunity to share their thoughts, ask questions and discuss their work with the teacher and their peers. Developing appropriate vocabulary and applying ideas will also be a feature of this work.

Questions Raised by Pupils:

Effective PSHE needs to be taught in an atmosphere of responsibility and respect, where sensitive issues can be discussed without embarrassment or threat. Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community, is vital to successful and effective teaching and learning within this subject. Questions raised by children will be answered honestly and with a degree of detail appropriate to the child's age and stage of development.

While it is essential that lessons are sensitive to a range of views, staff at Lantern Lane will ensure that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals. This will include clear, impartial scientific information as well as covering the law, particularly as this relates to questions of equality.

Staff will use their professional skills and discretion before answering questions and, if necessary, they will deal with questions on an individual basis after the lesson. Where pupils' questions require a response that goes beyond the prescribed programme of study for the year group, they will be encouraged to ask the question at home.

Safeguarding Children, Confidentiality and Child Protection

All staff members at Lantern Lane Primary have a duty to safeguard the well-being of children. At Lantern Lane, we recognise that the open discussion associated with RSE may lead to children making disclosures about things that they are worried about or about abuse. There may also be occasions when a teacher may hear things or observe activity/behaviour that may raise concerns of a child protection issue.

In these situations, the teacher will consult one of the school's Designated Safeguarding Officers. They will then work in line with the relevant school policies in terms of any further action that may be taken.

We use group agreements within PSHE/RSE sessions in order to ensure that children are aware that teachers cannot offer complete confidentiality in all instances. Where a staff member has to disclose information to another party, this will be done following discussion with the pupil. Sensitive information is only disclosed internally or externally with careful attention to the rights and needs of individuals.

Annually, the NSPCC will conduct an assembly to clarify abuse, including sexual abuse. A representative will work with each year group to discuss case studies and give signposts for support/help/advice. Also, points regarding safe and unsafe touching will be addressed. Regular internet safety assemblies are given to highlight how to stay safe online and older pupils will be made aware of grooming and the signs to look out for.

For more detailed information on the processes for child protection, please consult the school's Child Protection and Safeguarding policy.

Teaching strategies:

A range of teaching strategies are used: direct teaching, questioning, demonstration, modelling, investigation and practical work.

PSHE will be taught through:

- Dedicated PSHE curriculum time (planned learning will be recorded on weekly or daily plans).
- Assemblies, class assemblies, class discussions and circle time.
- Responses to appropriate issues when these arise as part of daily life in school.
- Extra-curricular activities e.g. health days, Theatre groups, Friendship Week.

We will use a wide range of resources to support the curriculum (both accessed externally including from the PSHE Association and produced by our own teaching staff).

Homework:

Appropriate homework will be given if necessary. For example, if children wish to run in the school council elections, they may be given homework to prepare a presentation or election speech at home.

Feedback:

Feedback in PSHE should be completed in line with the Lantern Lane Primary School Feedback Policy.





When choosing the correct form of feedback, teachers should use their knowledge of their class, individual groups and pupils whilst also considering the main purpose of the feedback they are giving.








In addition, it is recognised that the type of feedback chosen is likely to vary accordingly to the age or learning stage of the child.

Feedback should be given as close to the point of learning as possible, e.g. within the lesson; at the end of the lesson, or at the start of the next lesson in the sequence of learning.

The following feedback codes are used across KS1 and KS2 to ensure consistency and a clear message for children.

The use of codes is intended to make feedback accessible to all children including our dyslexic children and those with SEND (with this being regularly monitored by the SENCo and/or Dyslexia Lead).

Code	Explanation		Code	Explanation
	You have used equipment to support your learning.		GW (with initials)	A teacher or teaching assistant guided your work here.
 Beside LO.	You are developing learning in relation to the learning objective.		PW/PW	You worked together with a partner on your work here.
 Beside LO.	You are securing learning in relation to the learning objective.		CR	You have a correction to complete here.
 Beside LO.	You are mastering learning in relation to the learning objective.		CH	You have a challenge to complete here.

	Answer to individual question is incorrect. Complete a correction in purple pen.			Self-assessed. Answer to individual question is correct.
	Answer to individual question is correct.			Self-assessed. Answer to individual question is incorrect. Complete a correction in purple pen.
VF	Verbal feedback. Your teacher has explained further to support your progress.		WCF	You will receive your feedback as a whole class in the next lesson.

For written pieces of work in PSHE, both the related enquiry question (see curriculum details on the Lantern Lane website) and the skills being taught will be identified. The teacher will indicate the degree that these have been met with the same ✓ system detailed above. Feedback in foundation subjects will predominantly relate to the subject-specific learning but may also feature some response in respect of core subject targets personal to the child, group or class.

A question or challenge may be given to support deeper thinking on the part of the pupil, where the teacher considers this to be appropriate, or a child may be asked to correct their work in some respect. Where this is the case, time will be given in a subsequent lesson for children to respond to the teacher's feedback.

Children in the EYFS are motivated by their relationships with the adults, who know them best. The everyday conversations and celebrations of learning which take place in the moment are what stands out for the children and how they measure their own success. Class rewards systems are designed to ensure that children are shown what is good about their work in a range of ways that have meaning to them, e.g. receiving a sticker, a house point. A discussion will take place when the reward is given about why it has been earned.

In respect of areas of development, next steps for children are often put into practice before the child has even left the activity. For example, if a child doesn't use a finger space between the first 2 words, they are reminded in the moment to do so. Accordingly, there is no need for extensive written feedback by staff, especially as this will have no meaning to the children themselves. If corrections or a comment are added to a piece of work, this would be when an adult is working directly with a child to reflect on what has been achieved.

Teaching staff will, however, use the following codes to show the context of the piece of work.

GW - this piece of work has been completed with the help of an adult.

PW - this piece of work has been completed with the help of a peer.

Where neither of these codes appears, the assumption is made that the work was completed independently by the child.

Work is marked and assessed in line with the school's Feedback Policy. Expectations of presentation are high and in line with expectations in other subjects across the curriculum.

Planning and Assessment:

At Lantern Lane, PSHE (Personal, Social, Health and Economic Education) is a planned programme of learning where the children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe.

As part of our whole school approach, PSHE develops the qualities and attributes that children need to manage opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and members of society. By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and

empathy, an effective PSHE programme can tackle barriers to learning and raise aspirations for our pupils. We also recognise the importance and provide opportunities to support the wellbeing and mental health of our school community.

Lantern Lane uses the PSHE Association to support the effective teaching of Relationships Education and Health Education. The PSHE Association Programme of Study for Personal, Social, Health and Economic (PSHE) Education has three strands (Health & Wellbeing, Relationships and Living in the Wider World).

PSHE in EYFS:

At Lantern Lane, children in EYFS develop skills that form a crucial foundation for later teaching of PSHE. A questioned based model is also followed in Early Years with each half term having a different age appropriate question to focus on. In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning therefore an integral aspect of daily planning, teaching and learning. Planning is child-led to reflect the interests of the children and the needs of the school. Children take part in circle time and discuss topics and themes that are at their level. The PSHE curriculum in EYFS is largely covered in the following areas: Personal, Emotional and Social Development and Health and Self-Care. The three components of this area of learning are:

1. Self-regulation
2. Building relationships
3. Managing self

Teachers look at the three core themes and take aspects of these to inform their planning. PSED is a fundamental building block in a child's development and underpins the whole curriculum. In EYFS, through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably.

Assessment

Teachers are responsible for tracking the progress of the children in their class. Different types of assessment will be carried out: marking of written work, questioning, TA feedback, observations and pupil interviews. These assessments can be shared with parents at Parents' Evening and through the personal section of the end of year reports.

Impact

The curriculum in itself is a progression model. We have a well-constructed, well-taught curriculum mapped out in PSHE at Lantern Lane and this leads to good results because those results reflect what pupils have learned. If children are keeping up with a carefully sequenced, coherent curriculum which builds on prior learning, they are making progress.

The table below provides a framework against which is used to support the evaluation of impact in PSHE.

The curriculum is progressive and is pitched to be appropriately challenging. Therefore, if teachers know that children are coping well and are able to demonstrate their understanding, then our curriculum is having the desired impact and children are making progress. Subject leaders undertake a full range of monitoring and evaluation in order to establish that our curriculum is having impact based on the below prompts.

How do we monitor that our curriculum is having impact?



Teachers	Children	Children's Work
<ul style="list-style-type: none"> • Have they become more knowledgeable? • Do they have high levels of confidence in implementing all areas of the curriculum? • Can they articulate to senior leaders and subject leaders what is working well? • Are they keenly aware of how children are coping with the taught content? • Do they teach consistently well, applying sound pedagogical practices in all lessons? • Do they plan coherent learning journeys based on the objectives and skills mapped out by the subject lead? • Do they seek support from subject leads where they are less confident? 	<ul style="list-style-type: none"> • Can they talk with confidence about what they have learned? • Are they enthused and interested in a wide range of curriculum areas? • Can they talk about the specific characteristics and skills associated with each subject? • Can they share examples of their learning and explain the 'why' behind the work they have produced? • Do they demonstrate good learning behaviours in all lessons? • Are they able to explain how their learning within a subject builds on previous learning in that area? • Are they able to make thoughtful links between subjects? • Are ALL learners able to access, enjoy and make progress within the curriculum – regardless of their starting points or additional needs? 	<ul style="list-style-type: none"> • Does work demonstrate they take pride in what they produce – do children show the same effort as in maths and English for example? • Does it show increasing understanding of the key concepts within each subject? • Does it illustrate developing understanding of the discipline of each subject as well as the declarative knowledge? • Does it show a coherent teaching sequence has taken place? • Does it show an emphasis on subject specific vocabulary?
Governors		
<ul style="list-style-type: none"> • Do they give positive feedback about behaviour and engagement in lessons? • Do they comment on seeing high quality work and outcomes? • Do they report that leaders are clear about strengths and weaknesses and have clear plans to address areas for development? 		

Ref: Adapted for Lantern Lane based on work by @DynamicDepts

As our curriculum is a progression model, and formative rather than summative assessment and responsive teaching is the most important type of assessment used by class teachers in the wider curriculum, subject leaders and senior leaders monitor this using the quality assurance model detailed below.

Quality Assurance Model		
Subject Leaders Support and Challenge	Subject Leaders Independent Quality Assurance	Subject Leaders and Senior Leaders Collaborative Quality Assurance
<p>Through own teaching, model key pedagogy for colleagues: Whole school development priorities relevant to subject area Key aspects of what a good lesson looks like in PSHE Known areas of development Individual requests from class teachers</p> <p>Support teachers to: Interpret curriculum maps for subject Plan well-constructed sequences of lessons which build on prior learning Develop own subject knowledge</p>	<p>Is the curriculum being implemented as intended? Are the elements of what a good lesson looks like in PSHE being used?</p> <p>Are all staff developing key priorities within the subject area (both subject specific and whole school priorities)?</p> <p>Is the curriculum meeting the needs of all staff and pupils? Monitoring and evaluation: Planning audits Lesson visits Looking at books Teacher and pupil voice</p>	<p>Discussion of subject leaders' judgements and evidence base through termly subject leader meetings.</p> <p>Joint analysis through: Planning audits Lesson visits Looking at books Teacher and pupil voice</p> <p>Updating of whole school SEF based on improvement priorities identified by subject leaders monitoring and evaluation.</p>

<p>Reflect how well teaching meets what a good lesson looks like in PSHE</p> <p>Team teach</p> <p>Keep records of strengths and areas of development for individuals and use this to inform sustained working with colleagues.</p>	<p>Update records of strengths and areas of development for individuals/teams and use this to inform sustained working with colleagues.</p>	<p>Collaboratively establish any CPD priorities which are whole/part school.</p>
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P.S.H.E. in the wider school context.

At Lantern Lane, we believe that the effective teaching of P.S.H.E. will show in the attitudes and behaviour of our pupils towards each other and in the way they conduct themselves both at school and when we are off site. Throughout the school year, events and activities enhance aspects of PSHE as follows:

- We involve the pupils in a variety of charity and fundraising events at local, national and international levels e.g. Comic Relief, funding for a guide dog.
- PSHE is an important part of school assemblies where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.
- Children take part in a variety of national events e.g. World Book Day, Antibullying Week, Sports Relief, Comic Relief etc.
- Children are involved in the planning of school special events such as assemblies or celebrations.
- Some children attend individual counselling sessions as required.
- There is a rolling program of nurture intervention groups, which enable children to interact and communicate appropriately, support self-esteem and develops self-confidence.
- Key stage 1 Feel good Friday, whole school wellbeing weeks

School Council

The School Council meets on a regular basis to discuss and resolve issues identified by the children. The Council is elected by their fellow pupils at the beginning of the academic year. Each council member wears a school council badge. The council members hold regular meetings with their class every week to discuss any suggestions to put to a forthcoming school council meeting. The School Council is a vehicle for pupil voice and provides a platform where this can be expressed in a meaningful and structured way to ensure that the opinions, views and ideas of all pupils can have an impact on decisions made in school. The school Council also co-ordinates all fund-raising activities in school.

Appendix 1 - Curriculum Map April 2021.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS F1	What do I like doing at school?	Why is it important to share?	What makes me feel.....?I belong?	Where do I belong?	How can I be a good friend?	Who can I go to if I need help?
EYFS F2	What rules do we follow now we are in school and why?	What do I need to do to be a good friend?	What can I do to keep healthy?	What am I good at?	How do I stay safe and happy out and about?	What can I do to help me when things go wrong?

Y1	How can we look after each other and the world?	Who is special to us?	What helps us stay healthy?	Who helps to keep us safe?	What can we do with money?	What is the same and different about us?
Y2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Y3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Y4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	What jobs would we like?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Y5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can drugs common to everyday life affect health?	How will we grow and change?	How can friends communicate safely?
Y6	How can we keep healthy as we grow?	How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?		

At Lantern Lane, we follow the Question-Based Model for teaching PSHE.

This programme builder is structured around an overarching question for each term or half term. These begin in Key Stage 1 as 'What?' and 'Who?' questions and build throughout Key Stage 2 into 'Why?' and 'How?' questions. The three core themes from the Programme of Study are fully covered: Health and Wellbeing, Relationships or Living in the Wider World, although some half term blocks will draw on more than one core theme. Teaching builds

according to the age and needs of the pupils throughout the primary phase with suggested developmentally appropriate learning objectives given to respond to each key question.