



# PERSONAL, SOCIAL, HEALTH & EDUCATION POLICY (PSHE)

Ratified by Headteacher	16th May 2019
Next Review	SUMMER 2021

## **The Vision of St John's CE Primary School, Rishworth**

Matthew 5:16 (NRSV)

“Let your light shine before others, so that they may see your good works and give glory to your father in heaven.”

Following Matthew 5:16, people shine through success, honesty, independence, neighbourliness and enjoyment. We believe children learn best when they're happy and have the confidence to respond to challenges, within a caring Christian environment where adults lead by example. We value the partnership with families and the community whilst striving to give our best.

### **The School's Aims are:**

- ◆ To maximise the academic attainment of each child
- ◆ To maximise the personal, social, spiritual and physical development of each child

The pupils, staff, parents and governors of St John's have worked together to create **our core values:**

**Success.** We aim to provide excellent learning opportunities to ensure the best possible progress and attainment for all children whatever their needs and abilities.

**Honesty.** We aim to develop children's understanding of the importance of honesty in all relationships and as part of self-reflection in a Christian environment.

**Independence.** We aim to develop the self- confidence in all our children that enables them to think and work independently, so striving for excellence in all areas of the curriculum.

**Neighbourliness.** We aim to ensure that every child becomes a compassionate and respectful member of the school, local, national and global communities.

**Enjoyment.** We aim to be a safe, friendly and welcoming environment where children have exciting and creative learning experiences that help develop an enjoyment and love of learning.

### **RATIONALE**

Personal, social, health and education (PSHE) is taught in many ways throughout the school. It is delivered as a timetabled stand-alone subject but it is also interwoven into many other lessons, such as English, History, Geography, RE, Computing, Science and PE, as well as the wider school life. The PSHE programme is underpinned by the new statutory guidance on health and relationship education. The programme includes a discrete set of lessons on sex education (see below for specific content) It also reinforces British values and is an integral part of our social, moral, spiritual and cultural (SMSC) provision. It enables our pupils to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community within its Christian context. We teach them how to stay safe in a wide range of contexts. The pupils learn what contributes to maintaining a healthy mind and body and we help them to develop their sense of self-worth. Throughout their time at St John's, they will focus on what makes a healthy relationship and how to solve conflict peacefully. We teach them how society is organised and governed and how they can make a difference. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

## INTENT

1. **Self** – We want our pupils to be resilient so that they have the confidence to persevere in the face of challenges and opportunities
2. **Others** – We want our pupils to learn about their peers and community as well as different cultures and religions so that they understand and appreciate cultural diversity within and beyond their own community
3. **Wider world** – We want our pupils to have the confidence, skills and knowledge to adapt to the ever changing world

## AIMS

The aims of PSHE are to enable the pupils to:

- know and understand what constitutes a healthy lifestyle for body and mind;
- know how to keep safe in a wide range of contexts (including e safety) and be aware of safety issues that may affect them;
- understand what makes for caring relationships with others;
- have respect for others and the rule of law;
- be independent and responsible members of both the school community and the wider community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- to understand that they are a part of a larger national and global community
- know what they should do if they are worried about inappropriate behaviour from adults, teenagers and other pupils;
- understand the physical development of their bodies as they grow (including menstruation at upper KS2)

## PRINCIPLES

It is a principle that:

- teachers plan and deliver discrete teaching of PSHE on a weekly basis on relevant subjects following the school's SoW (eg. caring relationships, e-safety). Class council takes place regularly where issues relevant to the particular class are discussed;
- opportunities for cross curricular links are exploited whenever possible and elements of PSHE are taught and reinforced through other subject areas, assemblies and all aspects of school life. For example, linking of the school's SHINE values (Success, Honesty, Independence, Neighbourliness, Enjoyment) to all aspects of classroom and wider school behaviour; visits from guest speakers such as a local paralympian who spoke at length with pupils about resilience, acceptance, positivity and determination; collective worship themes (such as friendship, forgiveness, trust, justice) operate on a two year cycle and allow pupils to explore PSHE topics within a Christian context.
- annual special theme weeks such as the annual healthy week and safety week use workshops, outdoor learning, visitors and whole school activities to reinforce PSHE learning.

## TEACHING AND LEARNING STYLE

We use a range of teaching and learning styles. We place an emphasis on active learning by including the pupils in discussions, role play, investigations and problem-solving activities. We encourage the pupils to take part in a range of practical activities that promote being part of a wider community, e.g. charity fundraising, exchange with another school with different cultural and religious experiences, the planning of school special events such as an assembly, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour.

We offer pupils the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community. We have annual keeping safe and also being healthy weeks to ensure these areas of the curriculum maintain a high status. English lessons are planned to incorporate a range of texts which raise issues pertinent to our pupils such as accepting people who are different, valuing those who may have different economic backgrounds, bullying and self-esteem. Many opportunities are given to become a leader within school such as school councillor, play leaders, prefects, library leader and our buddy system.

## **PSHE CURRICULUM PLANNING**

New statutory guidance on health and relationships education is to be introduced in all primary schools by September 2020. Our PSHE schemes of work have been revised in light of the forthcoming statutory guidance to ensure all the new statutory topics are covered within our plans. We have become an 'early adopter' of the statutory guidelines which allows us to work with the governing body responsible for issuing the statutory guidelines and to benefit from further training, advice and sharing of best practice to ensure we are fully meeting and exceeding statutory requirements. Our PSHE provision extends further than the statutory guidance and we will continue to teach these subjects within our PSHE programme, such as economic wellbeing. Teachers are trained to deliver all PSHE subjects with sensitivity and care taking into account individual pupils and the ongoing needs of each cohort and individual.

## **THE FOUNDATION STAGE**

We teach PSHE in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the EYFS, we relate the PSHE aspects of children's work to the objectives set out in the Early Learning outcomes which underpin the statutory requirements for children from birth to end of the Reception year. Our teaching matches aims of the ELGs such as personal, social and emotional development, understanding the world, communication and language and physical development.

## **TEACHING PSHE TO PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

- We teach PSHE to all pupils, whatever their needs. PSHE forms part of the school curriculum policy to provide a broad and balanced education to all pupils. Through our PSHE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each pupil's different needs.
- When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the pupil's needs.
- Some pupils have special needs in relation to behaviour, self-esteem or a specific diagnosis e.g. autism. Where there is such a need school has a programme of PSHE, which it delivers to smaller groups of pupils, often outside the classroom (eg: gardening club, circle of friends, talk time). These lessons may include pupils who do not have such needs but who are seen to be able to bring a positive benefit to the teaching group.

All the PSHE lessons are mandatory and parents and guardians do not have the right to withdraw their child from these lessons.

## **SEX EDUCATION**

Sex education is undertaken within school through our PSHE programme. These are delivered by trained staff in the summer term for KS2 and throughout the year in KS1.

- In KS1, pupils learn about healthy and caring relationships, parts of the body, that all animals reproduce and the importance of family life through topic work, science, PE and discrete PSHE lessons. During Safety Week, they also learn what they should do if they are worried about behaviour of an adult or teenager towards them.
- In the summer term in lower KS2, all pupils have specific lessons focussing on their changing bodies.

They learn about physical and emotional development, that humans reproduce and have babies, respect for their own bodies and the importance of family life. They have an opportunity to discuss moral questions in line with the teachings of the Church of England. They also further develop ideas of what is inappropriate behaviour of an adult and what to do if they are worried about it. The emphasis is on pupils having respect for their own bodies and building positive relationships within stable family life.

- In upper KS2, the pupils learn about the physical development of their bodies as they grow into adults, the way humans reproduce, respect for their bodies and the importance of sexual activity as part of a committed, long-term and loving relationship, the importance of family life, respect for the views of other people (including LGBT relationships), abuse including grooming and safety and what they should do if they are worried about any sexual matter.
- By the end of KS2, we ensure that boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the pupil.
- In Year 5 and 6 pupils are taught in single gender groups for instruction related to menstruation, puberty and reproduction. Identical materials are used with these groups but the school feels that girls and boys have different concerns and questions that need addressing in different ways. During these sessions, pupils will be able to pose questions anonymously. The teacher will select the most appropriate questions and give age appropriate answers. Teachers may choose not to answer questions that they feel are inappropriate for the whole group. Teachers will use the guidance of the Diocese as their guide when providing answers. During these sessions, two school-employed adults will be present.
- We send a letter to all parents and carers of pupil in KS2 to explain this particular programme of lessons and how they are taught, and to give them the opportunity to see the materials the school uses in its teaching.
- Teachers use the Diocese document "Valuing all God's children" – 2017 to guide them as appropriate.

We believe that, through mutual exchange of knowledge and information, pupils will benefit from being given consistent messages about their changing bodies and their increasing responsibilities. However, parents do have the right to request their children be excused from sex education lessons. We encourage any parent with any concerns to contact the head teacher to discuss the matter.

### THE ROLE OF PARENTS

The school is well aware that the primary role in pupils' relationship education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of pupils at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- make the school's policy available to parents;
- answer any questions that parents may have about the health and relationship education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for relationship education in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;

### BRITISH VALUES

The British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance are an intrinsic part of our ethos and school culture. They are continuously reinforced through our daily school life and many of our subjects.

- **Democracy** - the school has a well-established system of democratic process which includes voting for school council representatives, taking part in class and individual rewards system and collaborating in discussion and debate. Children learn about the right to vote and the responsibilities that come with representation. They learn how their opinions and those of others are equally important. In addition to a discrete PSHE unit on democracy, children also learn about early democratic processes in history lessons such as Anglo Saxons or Romans.
- **Rule of Law** - School teaches that everyone should be treated with respect. School rules and behaviour policies have clear rewards and sanctions. How to be a good citizen in society is embedded in our school value of SHINE (N is for neighbourliness).

Children learn rules of using the internet safely. Pupils are encouraged to be good citizens and look after their community through programmes such as Junior Wardens.

- **Individual Liberty** – There is a strong school ethos where all pupils feel valued and safe to express themselves. Pupils' voices are listened to through pupil questionnaires. Pupils are encouraged to be who they want to be and give others the freedom and respect to be who they want to be too.
- **Mutual Respect** - In school, the focus of collective worship and the Christian values embed mutual respect to those around us and those in the wider community. All adults in school model respectfulness and insist upon pupils doing the same. Within all classes an understanding of good speaking and listening skills promotes mutual respect. The wider curriculum discusses major world faiths and promotes understanding, respect and tolerance. We visit different places of worship for all the major world faiths. We celebrate many festivals from other faiths in school and with other schools, such as Chinese New Year and Eid.

## **THE ROLE OF THE COMMUNITY**

We encourage other valued members of the community to work with us to provide advice and support. People that we might call on for advice with our sex education programme include the school nurse and other health professionals, local clergy, social workers and youth workers.

## **CONFIDENTIALITY**

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a pupil makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a pupil indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the pupil as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the DSL. The DSL will then deal with the matter in consultation with appropriate professionals.

## **THE ROLE OF THE HEAD TEACHER**

It is the responsibility of the head teacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The head teacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with pupils on these issues are aware of the school policy, and that they work within this framework. The head teacher and particular governors monitor this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

## **ASSESSMENT**

Teachers assess the pupils' work in PSHE by formative assessment during lessons, written work in humanities books and by work carried out in the 'Red books'. The school has an 'open door' policy and teachers are in constant dialogue with parents/carers with regard to issues relating to PSHE. Teachers report to parents each Parents' Evening and in the school report on the progress of their pupils. Teachers in the Foundation Stage use the Foundation Stage profile to record attainment and report to parents.

## **MONITORING AND REVIEW**

The subject leader supports colleagues in the teaching of PSHE, by giving them information about current developments in the subject, leading staff training and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

	DvD programmes	Other resources to support
Years 3 and 4	Prog 1 Differences Prog 2 How did I get here? Prog 3 Growing up (All aimed at 5-7 year olds)	Appropriate worksheets from Living and Growing unit 1 teacher book.
Year 5 and 6 boys	Prog 4 Changes (Aimed at 7-9 year olds) Prog 7 How babies are made (Aimed at 7-11 year olds) Prog 8 How babies are born (Aimed at 7-11 year olds)	Worksheets: Sort the changes/Check out the changes boys School nurse: answer appropriate discussion box questions: twins
Year 5 and 6 girls	Prog 4 Changes (Aimed at 7-9 year olds) Prog 7 How babies are made (Aimed at 7-11 year olds) Prog 8 How babies are born (Aimed at 7-11 year olds)	Worksheets: Sort the changes/Check out the changes girls School nurse: menstruation discussion/answer appropriate discussion box questions

### PSHE Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Skills for self management</b> (self reflection, learn from experience and mistakes, setting goals, making decisions and choices, recognising ways we develop unhelpful thinking, generalisation, misperception, resilience, self-regulation, recognising and managing peer approval, self-organisation)</p>	<ul style="list-style-type: none"> <li>Understand there are different feelings</li> <li>Say a positive quality about themselves</li> <li>Demonstrate how to wash their hands</li> <li>Name the parts of the body</li> <li>Agree and follow rules for their group and classroom</li> <li>Understand what money is</li> </ul>	<ul style="list-style-type: none"> <li>Name and demonstrate they can manage some feelings</li> <li>state some positive qualities about themselves</li> <li>Explain ways of keeping clean</li> <li>Name the main parts of the body and explain that people grow from young to old</li> <li>Agree and follow rules for their group and classroom, and understand how rules help them</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate that they can identify, name and manage a wider range of feelings</li> <li>Recognise and express with confidence their positive qualities</li> <li>Explain ways of keeping clean</li> <li>Name the main parts of the body and describe some of the changes as people grow from young to old and the implications of this</li> <li>Realise and be able to describe that money comes from different sources and different uses of it</li> </ul>	<ul style="list-style-type: none"> <li>Recognise their own worth, but may need support to demonstrate or express that</li> <li>Identify ways to face new challenges</li> <li>Understand some of the bodily and emotional changes at puberty, and, with support, how to deal with these in a positive way</li> <li>Name a range of jobs,</li> <li>Understand that they will need to develop skills to work in the future, and, with support, demonstrate how to look after and save money</li> <li>Identify, with support, some factors that affect how people think and feel</li> <li>Make judgements and decisions and list, with support, some ways of resisting negative peer pressure around issues affecting their health and well being</li> </ul>	<ul style="list-style-type: none"> <li>Recognise their own worth, but may need support to demonstrate or express that</li> <li>Identify ways to face new challenges</li> <li>Understand some of the bodily and emotional changes at puberty, and, with support, how to deal with these in a positive way</li> <li>Name a range of jobs,</li> <li>Understand that they will need to develop skills to work in the future, and, with support, demonstrate how to look after and save money</li> <li>Identify, with support, some factors that affect how people think and feel</li> <li>Make judgements and decisions and list, with support, some ways of resisting negative peer pressure around issues affecting their health and well being</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate that they recognise their own worth and that of others,</li> <li>Identify positive ways to face new challenges</li> <li>Discuss some of the bodily and emotional changes at puberty, and demonstrate some ways of dealing with these in a positive way</li> <li>Talk about a range of jobs, explain how they will develop skills to work in the future, and demonstrate how to look after and save money</li> <li>Make choices about how to develop healthy lifestyles</li> <li>Identify some factors that affect emotional health and well being</li> <li>Make judgements and decisions and list some ways of resisting negative peer pressure around issues affecting their health and well being</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate more confidently that they recognise their own worth, support others in recognising theirs, and identify an demonstrate ways to face new challenges</li> <li>Discuss some of the bodily and emotional changes at puberty and understand how they might affect them, and demonstrate some ways of dealing with these in a positive way</li> <li>Talk about a wider range of jobs, explain their interests and how they will develop skills to work in the future, and demonstrate how to look after and save money</li> <li>Make and explain choices, with more confidence and independence, about how to develop healthy lifestyles Identify and explain some factors that affect emotional health and well being, and strategies for dealing with them</li> <li>Make judgements and decisions and list and describe some ways, for themselves and for others, of resisting negative peer pressure around issues affecting their health and well being.</li> </ul>

							<ul style="list-style-type: none"> <li>Identify different types of relationships for themselves and others, and show ways to maintain good relationships and to support others with their relationships</li> </ul>
<p><b>Inter-personal skills required for positive relationships</b> (active listening, empathy, communication, negotiation, team working, developing strategies for managing pressure, conflict, persuasion, prejudice and coercion, responding to the need for positive affirmation for self and others)</p>	<ul style="list-style-type: none"> <li>Active listening</li> <li>Give their view</li> <li>Agree a goal with guidance</li> <li>Make a choice, with guidance about keeping healthy</li> <li>Begin to understand what bullying is and why it is wrong</li> <li>Begin to recognise how their behaviour might make someone else feel</li> <li>Identify some differences between characters in a book</li> <li>Identify which groups they might belong to <ul style="list-style-type: none"> <li></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Share their views and opinions</li> <li>Set themselves simple goals</li> <li>Make simple choices about some aspects of their health and well being and know what keeps them healthy</li> <li>Recognise that bullying is wrong and list some ways to get help in dealing with it</li> <li>Recognise the effect of their behaviour on other people, and cooperate with others</li> <li>Know differences and similarities between people</li> <li>explain different ways that family and friends should care for one another</li> <li>Understand that they belong to various groups and communities, such as family and school, and begin to contribute to the life of the class and school</li> <li>Realise that money comes from different sources and can be used for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>Share their views and opinions and reasons for them</li> <li>Set more challenging goals both short and medium term</li> <li>Make choices about a wider range of aspects of their health and well being, and be more confident in their understanding about what keeps them healthy</li> <li>Understand simple definitions of bullying, describe why bullying is wrong and simple strategies for dealing with it and how to help victims</li> <li>Recognise the effect of their behaviour on others, and be able to cooperate with others and support those with difficulties</li> <li>Identify, describe with confidence and respect differences and similarities between people and explain a wider range of ways that family and friends should care for one another</li> <li>Describe more confidently different groups and communities they belong to, including family and school, and contribute actively to the life of the class and</li> </ul>	<ul style="list-style-type: none"> <li>Express their views, and listen to those of others, sometimes needing reminders about how to show respect for others</li> <li>Express simple ideas, with support, about how to develop healthy lifestyles</li> <li>Identify different types of relationships and, with support, show ways to maintain good relationships</li> <li>Understand, with support, the nature and consequences of bullying, and ways of responding to it</li> <li>Recognise negative behaviours such as stereotyping and aggression, and understand some of the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities</li> <li>Demonstrate respect and tolerance towards others, sometimes needing reminders to do so, and, with support, resolve differences by looking at alternatives, making decisions and</li> </ul>	<ul style="list-style-type: none"> <li>Express their views, and listen to those of others, sometimes needing reminders about how to show respect for others</li> <li>Express simple ideas, with support, about how to develop healthy lifestyles</li> <li>Identify different types of relationships and, with support, show ways to maintain good relationships</li> <li>Understand, with support, the nature and consequences of bullying, and ways of responding to it</li> <li>Recognise negative behaviours such as stereotyping and aggression, and understand some of the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities</li> <li>Demonstrate respect and tolerance towards others, sometimes needing reminders to do so, and, with support, resolve differences by looking at alternatives, making decisions and explaining choices</li> </ul>	<ul style="list-style-type: none"> <li>Identify different types of relationships and show ways to maintain good relationships</li> <li>Describe the nature and consequences of bullying, and express ways of responding to it Respond to, or challenge negative behaviours such as stereotyping and aggression, and realise the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and describe the nature and consequences of bullying, express ways of responding to it, and support others to do so</li> <li>Respond to, or challenge negative behaviours such as stereotyping and aggression, and realise and be able to explain the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities</li> <li>Demonstrate respect and tolerance towards others, resolve differences, and support others to resolve differences, by looking at alternatives, making decisions and explaining choices</li> </ul>

<p><b>Skills of enquiry</b> (formulating questions, gathering and using data, analysis, planning and deciding, recalling and applying knowledge, drawing and defending conclusions, identification and management of risk, evaluating, reviewing progress)</p>	<ul style="list-style-type: none"> <li>• Begin to ask questions</li> <li>• Understand basic household rules of keeping safe</li> <li>• List any steps to keep safe in any situation</li> <li>• Take part in informal circle time to discuss a topical issue.</li> <li>• Understand there are choices between doing the right thing and not.</li> <li>• Help to make a class charter as a group</li> <li>• Understand why we need rules and how they might be beneficial</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the harmful aspects of some household products and medicines,</li> <li>• describe ways of keeping safe in familiar situations</li> <li>• Take part in discussions with one other person and the whole class</li> <li>• Take part in a simple debate about topical issues</li> <li>• Recognise choices they can make and recognise the difference between right and wrong</li> <li>• Contribute to a class charter</li> <li>• Explain why we need rules and how they might be beneficial</li> </ul>	<p>school</p> <ul style="list-style-type: none"> <li>• Describe more confidently their knowledge of the harmful aspects of some household products and medicines, and ways of keeping safe and ensuring the safety of others in familiar situations</li> <li>• Take part in discussions with one other person, in small groups and with the whole class, and contribute more confidently to simple debates</li> <li>• Recognise and be able to describe more confidently choices they can make and the difference between right and wrong</li> <li>• Contribute more ideas for rules for the group and classroom, and refer to the rules in the context of their and others' behaviour</li> </ul>	<p>explaining choices</p> <ul style="list-style-type: none"> <li>• With support, list some commonly available substances and drugs that are legal, describe some of their effects and risks, and understand how to manage the risks in different familiar situations</li> <li>• With support, research, discuss and debate topical issues, problems and events</li> <li>• Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules</li> <li>• Understand some basic facts about democracy and about some of the institutions that support it locally and nationally</li> <li>• Understand some of the range of national, regional, religious and ethnic identities in the United Kingdom and describe, with support, some of the different beliefs and values in society</li> <li>• Understand, with support, that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</li> </ul>	<ul style="list-style-type: none"> <li>• With support, list some commonly available substances and drugs that are legal, describe some of their effects and risks, and understand how to manage the risks in different familiar situations</li> <li>• With support, research, discuss and debate topical issues, problems and events</li> <li>• Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules</li> <li>• Understand some basic facts about democracy and about some of the institutions that support it locally and nationally</li> <li>• Understand some of the range of national, regional, religious and ethnic identities in the United Kingdom and describe, with support, some of the different beliefs and values in society</li> <li>• Understand, with support, that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Express their views confidently, and listen to and show respect for the views of others</li> <li>• List the commonly available substances and drugs that are legal and illegal, describe some of their effects and risks, and explain how to manage the risks in different familiar situations</li> <li>• Research, discuss and debate topical issues, problems and events</li> <li>• Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules</li> <li>• Demonstrate respect and tolerance towards others, and resolve differences by looking at alternatives, making decisions and explaining choices</li> <li>• Understand what democracy is, and about the basic institutions that support it locally and nationally</li> <li>• Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and describe some of the different beliefs and values in society</li> <li>• Understand that resources can be allocated in different ways and that these economic choices</li> </ul>	<ul style="list-style-type: none"> <li>• Express their views confidently, and show how their views can develop in the light of listening to others</li> <li>• List a range of substances and drugs that are legal and illegal, including those which are commonly available, describe some of their effects and risks, and explain how to manage the risks in different familiar situations</li> <li>• Take a lead role in researching, discussing and debating topical issues, problems and events</li> <li>• Understand why and how rules are made and enforced (in different contexts), why different rules are needed in different situations, and take a lead role in making and changing rules</li> <li>• Understand and describe what democracy is, institutions that support it locally and nationally and how it happens</li> <li>• Appreciate and explain the range of national, regional, religious and ethnic identities in the United Kingdom and describe some of the different beliefs and values in society</li> <li>• Understand and</li> </ul>
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						<p>affect individuals, communities and the sustainability of the environment</p> <ul style="list-style-type: none"> <li>• Explore how the media present information</li> </ul>	<p>describe how resources can be allocated in different ways and how these economic choices affect individuals, communities and the sustainability of the environment</p> <ul style="list-style-type: none"> <li>• Explore and comment on how the media present information</li> </ul>
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