

Health Education taught across the Harmony Trust PSHE Curriculum

Health Education is taught through our PSHE Curriculum where the characteristics of good physical health and mental well-being is taught.

Health Education ensures that our pupils are given the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. It is also enhanced through our Harmony Pledge where pupils work towards 10 pledge points and our 10 character competencies. Meeting each of the 10 points of The Harmony Pledge will not only broaden the pupils experiences and aspirations, but will enable them to become a lifelong learner where they can always BELIEVE, ACHIEVE and SUCCEED no matter what they choose to do later in life. As pupils engage and participate in The Harmony Pledge, they will also develop character competencies that will enable them to tackle any problem or situation that arises in their education and life. There is a continuum of competencies which outline a set of expectations that develop in maturity as each pupil progresses through school.

Health Education covers 8 main themes of learning:

- Mental Well-being
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- Changing Adolescent Body

Safeguarding of all our pupils is paramount which is why all staff are trained in how to raise and report any concerns with their Designated Safeguarding Leads and that pupils are aware of who their 'trusted adult' is. Pupils are comfortable and confident of identifying who their trusted adults are and know it is always acceptable to have more than one trusted adult to speak to. The PSHE Curriculum ensures positive safeguarding for all whilst ensuring staff adhere to the Harmony Trust non-negotiables when teaching PSHE especially around areas that are more sensitive than others.

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We provide positive safeguarding for all by:

- providing pupils with examples of what a loving family and respectful relationships (including online), permission seeking and giving, and the concept of personal privacy look like, children are taught to identify risks and when boundaries have been crossed.
- overcoming hurdles to reporting by ensuring there are clear systems for getting help and support at the right time. (e.g Ask it baskets/worry boxes in all classrooms, getting help online, help with mental health, how to make a clear and efficient 999 call
- ensuring teachers are aware when certain lessons may be upsetting to some children e.g. if discussing loss when a child has recently experienced the death of a family member. Take advice from DSLs and talk to children/parents in advance of the lessons to decide the best way forward.
- following lessons on sensitive subjects, teachers may need to deal with disclosures and concerns (e.g. of abuse or offending behaviour) in a way that safeguards pupils in line with your Academy safeguarding policy.
- Ensuring trusted adults are available to help pupils feel comfortable when they need to turn for help. Pupils should be aware of who their trusted adults are within the academy and their wider family circles.

We provide a safe learning space, with consistent ground rules

Ground rules are established and are consistent across year groups. Clear ground rules help when teaching about sensitive topics and can further support confidentiality and safeguarding of our pupils.

Our Ground Rules must:

- be discussed and agreed by the whole class
- be visible in the classroom
- be followed by everyone in the classroom (staff and pupils)
- include not asking personal questions or sharing personal information
- use correct terminology – this avoids derogatory use of language
- promote confidentiality (unless safeguarding)
- allow pupils the right to pass (as long as actively listening)

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Teaching Mental Well-being

It is our aim that by the end of Key Stage Two that our pupils should know:

- that mental well-being is a normal part of daily life, in the same way as physical health
 - by knowing that mental well-being is influenced by different factors, including exercise
 - by knowing that what they value and enjoy doing can support their mental well-being

- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
 - by identifying and naming a range and degree of emotions in daily life
 - by recognising multiple emotions and false emotions
 - by knowing their own emotional triggers and how it can affect their own behaviour and that of others
 - by recognising the impact of life events and how it can affect their mood and intensity of emotions

- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
 - by building a range of vocabulary for things that make them, or others, feel happy or sad
 - by being able to recognise others' emotions

- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
 - by modelling appropriate responses to events, situations and how to express emotions

- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness
 - by knowing that pupils should be physically active every day for at least 60 minutes
 - by recognising that the more exercise they do the better their well-being is likely to be
 - by having social contact with others, inside and outside of school, is good for mental well-being
 - by knowing that good mental well-being depends on getting the right amount of sleep every day
 - by developing a routine to reduce screen time and prioritise sleep, social interaction and physical activity

- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
 - by making positive connections between things they enjoy and feeling good
 - by taking time to reflect and rest
 - by knowing a range of self-care strategies they can use to regulate their emotional experience
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- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
 - by recognising the difference between boredom, isolation and loneliness
 - by seeking out a trusted adult if they feel lonely
 - by talking to a trusted adult when experiencing problems, feel lonely or want to talk about how they are feeling

- that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being
 - by understanding that bullying can make people feel bad and negatively affects mental well-being
 - by knowing that bullying should not be tolerated and they should ask for help if they need it
 - by understanding that all types of bullying can hurt people, including cyberbullying

- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online)
 - by knowing how and when to ask for help if feeling worried or upset
 - by recognising scenarios when they should ask for help
 - by identifying their key trusted adults at school, and in their wider family circle

- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
 - by identifying their feelings/emotions and that these can change throughout the day and over longer periods

Teaching Caring Friendships

It is our aim that by the end of Key Stage Two that our pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
 - by knowing that friendship is a relationship between two or more people who care about each other and choose to have a relationship together
 - by understanding that friendships make us feel happy and secure by giving us a feeling of belonging
 - by learning ways of making friendships
 - by being aware that we can be friends with anyone and we can make friends anywhere
 - by understanding we can be friends with more than one person at any one time
 - by being aware of online friends and that being safe online is paramount

- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
 - by understanding that respectful relationships are based on loyalty, mutual respect, honesty, trustworthiness and kindness

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- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
 - by welcoming friendships through sharing the enjoyment friends experience when they spend time together
 - by knowing that jealousy is likely to make friendships break down
 - by understanding that not everyone will want to be our friend and that is ok

- 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
 - by knowing that when there is conflict in a friendship it can help to apologies and discuss the problem
 - by being aware that violence is not a way of solving problems in a friendship

- 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
 - by knowing that an important part of a friendship is trust and being able to rely on friends
 - by recognising types of behaviour that damage trust in friendships
 - by understanding what unsafe friendships are and how to seek help

Teaching Respectful Relationships

It is our aim that by the end of Key Stage Two that our pupils should know:

- 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
 - by understanding the importance of respect
 - by knowing that mutual respect is fundamental to building all healthy friendships and relationships
 - by understanding that a key part of a healthy relationship is to respect each other's personal space and boundaries
 - by explaining the differences between appropriate and inappropriate or unsafe contact (in both physical and in other contexts, e.g. online).
 - by respecting difference and how everyone needs to be shown the same respect

- practical steps they can take in a range of different contexts to improve or support respectful relationships
 - by knowing that all relationships can be supported by being kind, considerate, honest and respectful
 - by supporting relationships through compromise and saying sorry

- the conventions of courtesy and manners
 - by saying please and thank you and greeting people
 - by taking turns and allowing other people to go first
 - by using respectful language
 - by asking for permission and being considerate of personal space and boundaries

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- the importance of self-respect and how this links to their own happiness
 - by having self-respect and self-worth to help pupils feel confident, happy, and resilient
 - by showing respect for ourselves and others
 - by engaging in the Harmony Pledge 10 point pledges whilst developing their character competencies

- 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
 - by respecting people in authority
 - by knowing all relationships benefit when respect is mutual and reciprocal

- 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
 - by understanding that bullying is repeated over time which intentionally hurts someone
 - by knowing that bullying can be verbal, non-verbal, physical or psychological
 - by knowing that cyberbullying is bullying which takes place online
 - by knowing that all forms of bullying are harmful
 - by understanding the responsibilities of bystanders – active or passive
 - by knowing where to get help when tackling bullying

- what a stereotype is, and how stereotypes can be unfair, negative or destructive
 - by knowing that a stereotype is an overly simplified, often untrue, fixed idea about a group of people
 - by knowing how stereotypes can be damaging for anyone

- the importance of permission-seeking and giving in relationships with friends, peers and adults
 - by knowing when is appropriate to seek permission from someone else
 - by understanding when is appropriate for them to give permission

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Teaching Online Safety

Online safety is taught through the PSHE Curriculum as well as through the individual academies computing curriculum. Pupils learn about positive and healthy relationships, mental well-being and includes how to keep themselves safe online as by the end of primary school, most of our pupils will already be using the internet.

The Harmony Trust 'Harnessing Technology Maximising Learning' (HTML) Strategy is ambitious. It aims to significantly increase the use of technology across all our academies so that pupils and staff use it wisely to enhance their learning. Being innovative with the use of technology supports learning and complements our already well established and effective approaches to teaching and learning. Through the use of the 1:1 devices, pupils will have access to appropriate technology which will accelerate pupil progress, encourage independent, expert learners and support teachers in managing their workload.

Each individual academy has their own Online Lead who has overall responsibility for ensuring that pupils and staff are safe when online. They are supported by a HTTPS Leader in school and HTML advocates from across the academy. Academies also discuss online learning through engaging in days like Safer Internet Day and through discussions held in assemblies.

Online Safety lessons through the PSHE curriculum allows pupils to be taught how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect. Pupils also learn about respectful relationships where they learn about different types of bullying (including cyberbullying) and how to get help.

It is our aim that by the end of Key Stage Two that our pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
 - by recognising that online interactions are an important and often hugely positive aspect of our lives
 - by understanding the online works and the potential risks of online relationships and content
 - by ensuring pupils know how to behave when online
 - by knowing the difference between keeping our identity private online and deliberately deceiving someone

- 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
 - by understanding 'digital citizenship' and being a good citizen online through having respect for others respecting ourselves, our boundaries and our privacy
 - by reflecting on how people communicate differently with others and that people can easily misunderstand each other online
 - by ensuring we take turns, remain patient and polite and reply within a reasonable time

- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
 - by being aware of our boundaries, privacy and paying attention to how we feel
 - by protecting our personal information and not sharing contact details, security information or personal images

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- by knowing the appropriate age boundaries of acceptability content
 - by helping to avoid harmful content by not opening or re-sharing attachments/links
 - by being able to ask for help with online issues via a trusted adult
 - by reporting content/conduct
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
 - by maintaining trust, being kind and not to be pressured to do things we don't want to
 - by understanding although there is lots of useful material on the internet, some can be illegal, of poor quality or misleading
 - by deciding what information to trust and knowing which websites are reputable and secure
 - by being aware of harmful behaviour online and not to meet people online that you don't know
 - by understanding the dangers of meeting strangers
 - how information and data is shared and used online
 - by knowing how internet cookies track online behaviour and how we can accept and reject these
 - by understanding the concept of an 'echo chamber' through our selection of friends and online interactions

Teaching Being Safe

It is our aim that by the end of Key Stage Two that our pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
 - by knowing about respectful, healthy, positive relationships in friendships and family relationships
 - by recognising their right to be respected and how to recognise unsafe relationships
 - by knowing their own boundaries in friendships, and with others, both offline and online
 - by communicating their boundaries, as well as recognising and respecting other people's boundaries
 - by knowing not to share personal information with someone online and to keep information private (only tell a trusted adult)
- 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
 - by knowing they have the right to privacy
 - by understanding that sometimes secrets can be fun but some can be uncomfortable and worrying
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
 - by recognising they have rights about their own bodies and to be aware of their own 'bodily autonomy'
 - by understanding their body belongs to them and they can choose the contact that they have
 - by knowing they should not be touched inappropriately

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- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
 - to know how to deny or withdraw permission from someone who makes them feel uncomfortable
- how to recognise and report feelings of being unsafe or feeling bad about any adult
 - to know they have the right to feel safe
- how to ask for advice or help for themselves or others, and to keep trying until they are heard
 - to recognise the signs when something is wrong
 - to know how to ask for help from a trusted adult
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
 - to be aware of who and how to ask for help
- where to get advice e.g. family, school and/or other sources
 - to know trusted sources of where to get help from

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