

# PHSE POLICY

(PERSONAL, SOCIAL and HEALTH EDUCATION, and CITIZENSHIP POLICY)



**2017**

**Policy to be reviewed annually**

**Recommended by the Curriculum and Community Committee on \_\_\_\_\_**  
**Ratified by the Governing Body on \_\_\_\_\_**

**Signature of Chair of Governors \_\_\_\_\_**

**Dated: \_\_\_\_\_**

Relationship and Sex Education Policy and Drugs Education Policy are separate policy documents.

### **School Aims and Objectives for PSHE and Citizenship**

School Aims,

A school that: Aims high

Rises to the challenge

Celebrates success

- To create a bright, happy stimulating environment where everyone is encouraged to become an independent and creative learner.
- To encourage good behaviour and caring relationships based on mutual respect.
- To celebrate our diversity, to enrich the life of the school community.
- To equip our children with the necessary knowledge, skills and attitudes to become life long learners and effective citizens.
- To work in partnership with parents and the community.
- To promote pupils' personal and social development, including their health and well being effectively.
- To develop pupils' knowledge and understanding of their role and responsibilities as active citizens in a modern democracy.
- To equip pupils with the values, skills and knowledge to deal with the difficult moral and social questions they face.

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## Legal Requirements

Schools have a statutory requirement given in Section 351 of Education Act 1996 which requires schools to provide a balanced and broadly based curriculum that:

- A) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society: and
- B) Prepares such pupils for the opportunities, responsibilities and experiences of adult life.

Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.

Guidance used: SRE, Healthy Lifestyles and Financial Capability QCA 2005

Financial Capability through Personal Financial Education Guidance for schools at key stages 1 & 2. July 2000

Citizenship Key Stages 1+2 QCA 2002

National Curriculum Key stages 1 and 2

Morals and Values Framework

DfE November 2014 - Promoting Fundamental British Values as part of SMSC in schools.

Keeping children safe in education. 2014

Working together to safeguard children. 2013

PSHE Association – PSHE education Character Curriculum

**The PSHE and Citizenship programme** will reflect the school ethos and aims and will encourage the following values:

- Respect for self
- Respect for others
- Responsibility for own actions
- Responsibility for family, friends, school and the wider community.

### UNICEF Rights Respecting School:

We are a rights respecting school and when writing this policy, the UN rights of the child have been considered. UNCRC Rights covered within the PSHE curriculum include:

Article 1- definition of the child.

Article 2 - Non-discrimination.

Article 3 – best interests of the child.

Article 12 – respect for the views of the child

Article 13 – freedom of expression

Article 14- freedom of thought, belief and religion

Article 15 – freedom of association

Article 16 – right to privacy

Article 17 – access to information from the media

Article 19 – protection from violence, abuse and neglect.

Article 24 – health and health services

Article 28 – right to education

Article 29 – goals of education

Article 31 – leisure, play and culture

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- Article 33 – Drug abuse
- Article 34 – sexual exploitation
- Article 36 – other forms of exploitation

Where applicable the appropriate UNCRC articles are mapped out and referenced in PSHE and SEAL planning for each year group.

### **Equal Opportunities/Inclusivity**

The school's PSHE programme will reflect the ethos of the school, by providing a secure, non-judgemental environment in which to learn. All pupils will be treated equally regardless of gender, race, disability special educational needs and social background. We aim to overcome all potential barriers to learning.

The Equality Act (2010). In our school the Equality Act will be taught, using resources selected from the book NO OUTSIDERS IN OUR SCHOOL Teaching the equality act in Primary schools. Texts and lesson plans are included and are age appropriate and are mapped alongside relevant SEAL topics for each year group and are to be taught during story time/circle time. See Appendix E for outline of sessions and E1 for an overview of which term the stories are to be read and discussed.

### **Content of Programme**

Knowledge skills and understanding are taught in four interrelated sections:

1. Developing confidence and responsibility and making the most of their abilities.
2. Preparing to play an active role as citizens
3. Developing a healthy, safer lifestyle
4. Develop good relationships respecting the differences between people

Within the breadth of opportunities children will develop their knowledge skills and understanding. PSHE and Citizenship plays an integral part in the school curriculum and elements are included in all other National Curriculum subjects. Reference to PSHE and Citizenship is made when appropriate in other Curriculum subjects and assemblies.

### **Foundation - Nursery and Reception**

Nursery and reception follow the Personal, social and emotional development aspect of the Curriculum guidance for the (EYFS) Early Years foundation stage curriculum. The three areas covered are:

- Making relationships,
- Self-confidence and self-awareness
- Managing feelings and behavior.

They are encouraged to feel safe, secure and to build up trust, to respect themselves and others, develop a positive self image, develop a positive disposition to learn and learn about relationships.

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## Social and Emotional Aspects of Learning (SEAL) in KS 1 and 2

PSHE and Citizenship is taught alongside Social and Emotional Aspects of Learning through pastoral care and guidance; discrete curriculum time.

Citizenship is taught through circle time which has the time allocation of 25 minutes once a fortnight. PSHE Time allocation is 30 minutes a week or 1 hour a fortnight.

Social and Emotional Aspects of Learning curriculum is taught in Year groups 1,2,3,4 and 6 with following these half termly themes: (see separate SEAL planning folder).

Autumn Term 1	New Beginnings
Autumn Term 2	Getting on and falling out Say no to bullying
Spring Term 1	Going for Goals
Spring Term 2	Good to be me
Summer Term 1	Relationships
Summer Term 2	Changes

YEAR 5, instead of the SEAL planning, will follow the Values Versus violence planning covering all of these topics over the academic year: **Values, rights, friendship groups, groups and gangs, unsafe behavior, anger, weapons, value of life, value of the law, teamwork, emergency services, who can we tell, doing the right thing, value of money, making decisions, making a difference.**

The SEAL themes are complemented with, and dovetail into, PSHE themes taught across the academic year for:

Anti-Bullying week (planning in Anti-bullying folder) - Autumn Term 2

Drugs Education (planning in Drugs Education folder) - Spring term 2

Relationship and Sex Education (planning in RSE folder) Summer Term 1

(See Appendix B for overview of PSHE and SEAL curriculum)

**Healthy Lifestyles** (planning in folder) – Summer Term 2. Healthy lifestyles planning is taught in the summer term.

See Appendix D for Healthy Lifestyle rationale and overview for each year group.

**Financial Capability** is taught each half term during assess and review week. My money Tool kit Unit 1, 2 and 3 used first half term of each term's assess and review week and financial capability investigations and costing and budgeting activities 2<sup>nd</sup> half term of each term's assess and review week.

Mathematics and financial capability are interrelated. In mathematics opportunities are made to link personal finance education to mathematics including numerical problems involving money, real life calculations with financial contexts.

(See Appendix A for summary of learning about financial capability and Appendix A1 for My Money Primary Toolkit for delivering financial capability in Key Stage 1 and 2)

This is to ensure coverage of PSHE Framework in line with DFES guidance.

Democracy and Citizenship are taught through circle time sessions fortnightly. See appendix C for Citizenship overview.

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**Staying Safe** – summer term 2 – Road Safety is covered using 'Roadwise Primary Schools project'. First Aid is covered using St John Ambulance resources and the British Red Cross resources.

Life Live it First Aid Education for children - Year 1/2 Stay safe Year 3/4 Help save lives  
Year 5/6 Emergency Action resources are on: [www.redcross.org.uk/teachchildrenfirstaid](http://www.redcross.org.uk/teachchildrenfirstaid)

Where funding is available St John Ambulance will be used to deliver First Aid sessions alongside planning outlined above.

### **Class and school councils**

Class and school councils provide a structure that enables all pupils to learn vital lessons about citizenship from their own experience in the classroom.

Children are democratically elected for posts within School Council and class council. The School Council meets every fortnight and is led by the Deputy Head teacher and Learning mentor. Class councils are held when issues need to be addressed through School Council meetings.

Representatives for School Council are:

1 Class representative from each class years 1-6

Chair/ Vice Chair/ Secretary and Treasurer.

Class Council

Chair/ vice chair/ Secretary

### **British Values through the provision of SMSC should:**

Enable students to develop their self-knowledge, self-esteem and self-confidence;

Enable students to distinguish right from wrong and to respect the civil and criminal law of England;

Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;

Enable students to acquire a broad general knowledge of and respect for public institutions and services in England;

Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;

Encourage respect for other people; and

Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

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**British Values promoted within PSHE:**

Democracy is promoted through school council, pupil questionnaires and our rewards system.

Visits from authorities such as the police and fire service to reinforce the importance of the rule of law.

Opportunities to practice skills/attitudes required for them to participate fully in a democratic society.

Developing students as active citizens.

To understand their rights, take part in votes, pupil voice questionnaires and school council.

British Values – Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance will be

referenced when and where applicable within PSHE lessons and discussed.

**Who will teach?**

PSHE and Citizenship curriculum including RSE and Drug Education is delivered by all teaching staff.

Outside Visitors will be used where appropriate

Use of Life Education mobile classroom (funds permitting)

Use of Fire Brigade/ Police / Guest speakers used as and when appropriate and available.

Use of outside visitors

School will follow LA guidelines and will contact the LA /HES team if in any doubt about the suitability of any programmes.

**Role of the Post Holder.**

The responsibilities of the Post Holder:

Planning of PSHE and Citizenship

Monitoring and evaluating medium term planning within year groups.

Management of resources

Guidance and update staff re new legislation

Annually review and amend planning.

**Resources include:**

- SEAL curriculum
- Health Education Service Resource Centre to supplement curriculum when necessary.
- SRE, Healthy Lifestyles and Financial Capability QCA 2005 [www.greatgrubclub.com](http://www.greatgrubclub.com).
- Other resources are kept in stock cupboard. Each class has circle time resources in their classroom.
- We subscribe to the PSHE association and use resources available through this subscription. These include: Referring to the PSHE Education Character curriculum planning Toolkit with respect to our PSHE and SEAL objectives which have been cross referenced.
- Teacher guidance: Preparing to teach about mental health and emotional wellbeing and supplement to guidance document: Preparing to teach about mental health and emotional wellbeing– Planned lessons re mental health are to be taught during the themed week in the summer term.

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## **Assessment.**

Assessment in PSHE and citizenship consists of:

- Baseline assessment starting from where children are at via questioning/draw and write technique (eg Drugs bag set up scenario what is in it? whose is it? What do you do with it?)
- Mind mapping before/after each theme.
- Regular reflection on personal experiences to provide information which can be indicative of their progress and achievement. (What have I learnt and how will this affect my future decisions?)
- Self-assessment through questionnaires/ quizzes/ games/ Setting personal goals by identifying areas for development.
- Peer assessment through observations/ roleplays/ questioning each other/videoing/reflection in pairs/small groups/whole class.
- Teacher notes/pupil notes
- SEAL/PSHE topics I can /I know statements for end of theme assessment for each child from year 2 upwards. Year 1 to complete a group assessment.
- Children's work is recorded in book/folder as and when stated in the planning. Teacher completes record keeping and assessment sheet for each SEAL/PSHE theme.

## **Reporting**

School reports include a PSHE and Citizenship statement re the child's learning within PSHE and Citizenship.

QCA end of key stage statements for KS 1 and 2 will be referred to when reporting.

Two areas for assessment

1. Knowledge and understanding for example information on health, understanding rules, meanings of ideas ie democracy.
2. How well children use knowledge in developing skills and attitudes through discussion/role-play/group tasks/managing conflict/ risk/making decisions and promoting positive relationships.

## **Confidentiality**

Pupils will be informed that 100% confidentiality cannot be assured. For suspected child protection concerns the school will follow the Child Protection Policy and consult the Designated Senior Person for Child Protection.

## **Ground Rules and distancing techniques.**

Use of depersonalising skills to provide distance from personal experiences and therefore create safe and secure environment in which the children can learn. Example: What would the bully do? Not what would you do if you were the bully? Agony aunt's problem pages, role playing are also used.

Ground rules will be set so that children will know clear parameters of appropriate questions and to avoid embarrassment. No personal questions.

## **Answering difficult questions**

If a child asks a difficult question during a whole class session, staff will use the question box approach. Children's questions will be answered according to their level of maturity and understanding with support from parents, with staff making a professional judgement as to how to best answer.

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**Working with Parents**

Parents are encouraged to take an active interest in school life and the school relies on the development of the close partnership between school and home.

Parents have the opportunity to view resources and read policies at their request.

New policy will be disseminated to parents, children and staff.

Questions from parents will be dealt with by PSHE Leader.

**Monitoring and Evaluating**

Pupils will be consulted regarding the curriculum and feedback sent to PSHE Leader to evaluate and decide on how to address any issues.

The PSHE Leader will monitor delivery and effectiveness of PSHE and Citizenship curriculum through evaluations /questioning sample of pupils and monitoring books.

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**APPENDIX A Financial capability summary for Key stage 1 and 2**

Elements of PSHE /Citizenship	Key Stage 1	Key Stage 2
Developing confidence and responsibility and making the most of their abilities	Learn about money in context of own lives and to make real choices about how to spend and save money sensibly.	Learn to look after their money and realise that future wants and needs may be met through saving.
Preparing to play an active role as citizens.	Realise that money comes from different sources and can be used for different purposes.	Learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and environments.
Developing a healthier lifestyle.	Learn about importance of looking after money and consequences of losing money.	Learn about making simple financial decisions involving small amounts of money and consider how to spend money including pocket money and contributions to charity.
Developing good relationships and respecting differences between people.	Learn that different people make different choices about spending money and to consider social and moral dilemmas about the use of money they come across in everyday life.	Learn that people have different financial circumstances and that standards of living vary across time and place and about the different values and attitudes that people have with regard to money.

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## APPENDIX D Healthy Lifestyles Rational and overview

Rationale for Teaching Healthy Lifestyles: [www.apho.org.uk](http://www.apho.org.uk)

Local ward data health profile 2015 indicates that about 23.9% (3106) of year 6 children are classified as obese which is worse than the average for England. Birmingham has set a priority is to reduce childhood obesity. Child obesity is **closely linked with socioeconomic deprivation** – explaining around 70% of the variation in prevalence between areas. The higher the level of deprivation, the higher the prevalence of child obesity.

Healthy Lifestyles Planning (Summer Term 2)

YEAR 1	What a healthy lifestyle includes. To identify healthy foods, understand what a balanced diet is. Basic hygiene rules. Some effects on body of eating healthy and unhealthy food. Effects of exercise on the body.
YEAR 2	Healthy lifestyles, what keeps me healthy, healthy choices, Food groups, healthy foods and balanced diet, effects of healthy/unhealthy diet on the body, amount of food needed.
YEAR 3	How bacteria and viruses can affect health, know how germs spread and ways to prevent this, healthy lifestyle and benefits of exercise, different food groups and benefit on body.
YEAR 4	Healthy lifestyle, influences on decision about health and well-being. Energy food provides, how energy is measured, knowing some foods provide more energy than others, balancing energy in with energy out.
YEAR 5	Sensible choices re healthy lifestyle, healthy lifestyle and regular physical activity can aid staying healthy, researching effects of food on body/mind/well-being/weight
YEAR 6	Balanced diet, range of foods, planning menus, creating physical activity plan, reading food labels, making informed choices.

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Appendix E – Equality Act sessions – Book list

YEAR GROUP	BOOK LIST	Learning Intention
EYFS	You choose – Nick Sharratt and Pippa Goodheart	To say what I think.
	Red Rockets and Rainbow Jelly by Sue Heap and Nick Sharratt	To understand that it is okay to like different things.
	Blue Chameleon by Emily Gravett	To make friends with someone different.
	The Family Book by Todd Parr	To understand that all families are different.
	Mommy, Mama and me by Leslea Newman and Carol Thompson	To celebrate my family
Year 1	Elmer by David Mckee	To like the way I am.
	Ten Little Pirates by Mike Brownlow and Simon Rickerty	To play with boys and girls.
	My Grandpa is Amazing by Nick Butterworth	To recognise that people are different ages.
	Max the Champion by Sean Stockdale, Alexandra Strick and Ros Asquith.	To understand that our bodies work in different ways.
	My World, Your world by Melanie Walsh	To understand that we share the world with lots of people.
Year 2	The Great Big Book of Families by Mary Hoffman and Ros Asquith	To understand what diversity is.
	The First Slodge by Jeanne Willis	To understand how we share the world.
	The Odd Egg by Emily Gravett	To understand what makes someone feel proud.
	Just Because by Rebecca Elliot	To feel proud of being different

	Blown Away by Rob Biddulph	To be able to work with everyone in my class.
Year 3	Oliver by Birgitta Sif	To understand how difference can affect someone.
	This is Our House by Michael Rosen	To understand what 'discrimination' means.
	Two Monsters By David McKee	To find a solution to a problem.
	The Hueys in the New Jumper by Oliver Jeffers	Use strategies to help someone who feels different.
	Beegu by Alexis Deacon	To be welcoming.
Year 4	Dogs don't do Ballet by Anna Kemp and Sara Ogilvie	To know when to be assertive.
	King and King by Linda De Hann and Stern Nijland	To understand why people choose to get married.
	The Way back home by Oliver Jeffers	To overcome language as a barrier.
	The Flower by John Light	To ask questions.
	Red: A Crayon's Story by Michael Hall	To be who you want to be.
Year 5	Where the Poppies Now Grow by Hilary Robinson and Martin Impey	To learn from our past.
	Rose Blanche by Ian McEwan and Roberto Innocenti	To justify my actions.
	How to Heal a Broken wing by Bob Graham	To recognise when someone needs help.
	The Artist who Painted a Blue Horse by Eric Carle	To appreciate artistic freedom.
	And Tango Makes Three by Justin Richardson and Peter Parnell	To accept people who are different from me.
Year 6	My Princess Boy by Cheryl Kilodavis and Suzanne DeSimone	To promote diversity.

	The Whisperer by Nick Butterworth	To stand up to discrimination.
	The Island by Armin Greder	To challenge the causes of racism.
	Love you Forever by Robert Munsch	To Consider how my life may change as I grow up.
	Dreams of Freedom by Amnesty International	To recognise my freedom.

## Overview of PSHE/SEAL Topics 2017

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year One	<b>SEAL</b> New beginnings (6 weeks) My money Toolkit Unit 1	<b>SEAL</b> Getting On & Falling Out (4 weeks) <b>Anti bullying Week</b> Financial capability Investigations	<b>SEAL</b> Going for Goals (4 weeks) My money Toolkit Unit 2/Aspirations	<b>SEAL</b> Good to be Me (2 Weeks) <b>Drugs Education</b> (4 weeks) Costing/Budgeting	<b>SEAL</b> Relationships (2 weeks) <b>RSE</b> My Money Toolkit 3	<b>SEAL</b> Changes/Transition (2 weeks) <b>Healthy</b> <b>Lifestyles/Staying Safe</b> Financial Capability Investigations
Year Two	<b>SEAL</b> New beginnings (6 weeks) My money Toolkit Unit 1	<b>SEAL</b> Getting On & Falling Out (4 weeks) <b>Anti bullying Week</b> Financial capability Investigations	<b>SEAL</b> Going for Goals (4 weeks) My money Toolkit Unit 2/Aspirations	<b>SEAL</b> Good to be Me (2 Weeks) <b>Drugs Education</b> (4 weeks) Costing/Budgeting	<b>SEAL</b> Relationships (2 weeks) <b>RSE</b> My Money Toolkit 3	<b>SEAL</b> Changes/Transition (2 weeks) <b>Healthy</b> <b>Lifestyles/Staying safe</b> Financial Capability Investigations
Year Three	<b>SEAL</b> New beginnings (6 weeks) My money Toolkit Unit 1	<b>SEAL</b> Getting On & Falling Out (4 weeks) <b>Anti bullying Week</b> Financial capability Investigations	<b>SEAL</b> Going for Goals (4 weeks) My money Toolkit Unit 2/Aspirations	<b>SEAL</b> Good to be Me (2 Weeks) <b>Drugs Education</b> (4 weeks) Costing/Budgeting	<b>SEAL</b> Relationships (2 weeks) <b>RSE</b> My Money Toolkit 3	<b>SEAL</b> Changes/Transition (2 weeks) <b>Healthy</b> <b>Lifestyles/Staying safe</b> Financial Capability Investigations
Year Four	<b>SEAL</b> New beginnings (6 weeks) My money Toolkit Unit 1	<b>SEAL</b> Getting On & Falling Out (4 weeks) <b>Anti bullying Week</b> Financial capability Investigations	<b>SEAL</b> Going for Goals (4 weeks) My money Toolkit Unit 2/Aspirations	<b>SEAL</b> Good to be Me (2 Weeks) <b>Drugs Education</b> (4 weeks) Costing/Budgeting	<b>SEAL</b> Relationships (2 weeks) <b>RSE</b> My Money Toolkit 3	<b>SEAL</b> Changes/Transition (2 weeks) <b>Healthy</b> <b>Lifestyles/staying safe</b> Financial Capability Investigations
Year Five	<b>SEAL</b> Values versus Violence (6 weeks) My money Toolkit Unit 1	<b>SEAL</b> Values versus Violence (4 weeks) <b>Anti bullying Week</b> Financial capability Investigations	<b>SEAL</b> Values Versus Violence (4 weeks) My money Toolkit Unit 2/ <b>Careers Fair</b>	<b>SEAL</b> Values Versus Violence (2 Weeks) <b>Drugs Education</b> (4 weeks) Costing/Budgeting	<b>SEAL</b> Values Versus Violence (2 weeks) <b>RSE</b> My Money Toolkit 3	<b>SEAL</b> Changes/Transition (2 weeks) <b>Healthy</b> <b>Lifestyles/staying safe</b> Financial Capability Investigations
Year Six	<b>SEAL</b> New beginnings (6 weeks) My money Toolkit Unit 1	<b>SEAL</b> Getting On & Falling Out (4 weeks) <b>Anti bullying Week</b> Financial capability Investigations	<b>SEAL</b> Going for Goals (4 weeks) My money Toolkit Unit 2/Aspirations	<b>SEAL</b> Good to be Me (2 Weeks) <b>Drugs Education</b> (4 weeks) Costing/Budgeting	<b>SEAL</b> Relationships (2 weeks) <b>RSE</b> My Money Toolkit 3	<b>SEAL</b> Changes/Transition (2 weeks) <b>Healthy</b> <b>Lifestyles/staying safe</b> Financial Capability Investigations

**APPENDIX C    Citizenship/PSHE Overview Grid 2017**

<b>Year Group</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
Year 1	Belonging, Self Awareness/Choices/Managing Feelings. <b>Taking Part, Choices.</b>	Going For Goals. Good to be Me. <b>Living in a Diverse World, Animals and Us.</b>	Relationships, Likes and Dislikes, Fair/Unfair, People who are important in their lives. <b>People Who Help Us.</b>
Year 2	New Beginnings, Getting On/Falling Out. <b>Taking Part, Choices.</b>	Going For Goals. Good to be Me. <b>Living in a Diverse World. Animals and Us.</b>	Relationships, Changes. <b>People Who Help Us.</b>
Year 3	New Beginnings. <b>Taking Part, Choices, How Do Rules and Laws Affect Me?</b>	Going For Goals. Good to be Me. <b>Living in a Diverse World, Respect for Property.</b>	Relationships. Dealing with feelings in a positive way. Road safety. <b>Children's' Rights, Local Democracy for Young Citizens.</b>
Year 4	New Beginnings, Rights and Responsibilities, Getting On. <b>Taking Part, Choices.</b>	Going For Goals. Good to be Me. <b>Living in a Diverse World, Respect for Property.</b>	Relationships, Empathy, Change and Transition, Community. <b>Children's' Rights, Local Democracy for Young Citizens.</b>
Year 5	New Beginnings, Co-operation, Rules, getting on and Falling Out. <b>Taking Part, Choices, How Do Rules and Laws Affect Me?</b>	Going For Goals. Good to be Me. <b>Living in a Diverse World, Respect for Property. Careers Fair WLTC</b>	Taking Responsibility, Substance Misuse. <b>Children's' Rights, Local Democracy for Young Citizens. WLPS Careers Fair</b>
Year 6	New Beginnings, Getting On. Living by Rules. <b>Children's' Rights,Diversity</b>	Democracy, Responsibility. <b>No Citizenship due to SATs</b>	Relationships, Sex Education, Changes, Drugs Education. <b>The Media,Inequality,Racism</b>