

This is the TOPT PSHE/RSE Policy. We will be adding an appendix to this policy which outlines the slight nuances involved when considering this policy and PSHE/RSE delivery across the key stages and when considering Hill View School learners.



PSHE (Personal, Social, Health Education) Policy

(including Relationships and Health Education statutory from September 2020, and our position on Sex Education)

Date of Publication: September 2020

Date of last review: October 2022

Date for Review: September 2023

RATIONALE

This policy details our school's our approach to teaching PSHE (including Relationships and Health Education, statutory from September 2020, and our position on Sex Education)

AIMS/ SCOPE OF THE POLICY

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

The Oak Partnership is committed to providing a balanced and broadly-based curriculum (see appendices) to meet the needs of all pupils. In line with section 78 of the Education Act 2002 and the Academies Act 2010, our PSHE curriculum will:

- promote the spiritual, moral, cultural, mental and physical development of pupils at the school
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The Oak Partnership value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme/ Policy.

To ensure progression and a spiral curriculum, we use Jigsaw as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document (**Appendix 1**) shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

Using Jigsaw ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

LEGISLATION

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values (**see Appendix 2**) as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

ACCESIBILITY

PSHE must be accessible for all pupils and comply with relevant requirements of the Equality Act 2010. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code must be made.

This is important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

ROLES AND RESPONSIBILITIES

We wish to ensure that our PSHE Policy meets the needs of pupils and parents and reflects the community they serve.

The PSHE programme will therefore:

1. be led by leaders in each school setting.
2. be taught both implicitly and explicitly by professionals in all setting.
3. be supported by pupils, parents and governors who will support an annual review of the policy.
4. be informed by consultation will appropriate local community groups such as the Schools Nurses Team and Somerset Public Health.

This 'local data' is essential in ensuring that our intent is delivered with the learning needs of the community in mind.

The PSHE policy will be used by:

- *teachers*, who will look to it to guide their lesson planning, and to put boundaries around the issues they can explore with children and young people, and the range of ways that these can be explored. This is of great importance both in terms of guiding teachers and protecting them
- *parents*, who will look to see both the PSHE curriculum content and the values the school is promoting
- *health professionals*, visiting speakers and so on, who will want to know the aims, objectives and values the school has in relation to its PSHE, agreed teaching methodologies and boundaries for their work with pupils

THE STATUTORY CURRICULUM ON RELATIONSHIPS EDUCATION IN PRIMARY SCHOOLS– DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

	Pupils should know...	How Jigsaw covers these objectives
Families and people who care for me	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. 	<p>All of these aspects are covered in lessons within the Puzzles ·</p> <p>Relationships · Changing Me · Celebrating Difference · Being Me in My World</p>

	<ul style="list-style-type: none"> · the importance of permission-seeking and giving in relationships with friends, peers and adults. 	
Online relationships	<ul style="list-style-type: none"> · that people sometimes behave differently online, including by pretending to be someone they are not. · that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. · the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. · how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. · how information and data is shared and used online. 	<p>All of these aspects are covered in lessons within the Puzzles · Relationships · Changing Me · Celebrating Difference</p>
Being safe	<ul style="list-style-type: none"> · what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). · about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. · that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. · how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. · how to recognise and report feelings of being unsafe or feeling bad about any adult. · how to ask for advice or help for themselves or others, and to keep trying until they are heard. · how to report concerns or abuse, and the vocabulary and confidence needed to do so. · where to get advice e.g. family, school and/or other sources. 	<p>All of these aspects are covered in lessons within the Puzzles · Relationships · Changing Me · Celebrating Difference</p>

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	How Jigsaw covers these objectives
Mental wellbeing	<ul style="list-style-type: none"> · that mental wellbeing is a normal part of daily life, in the same way as physical health. · 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. · 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. · how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. · the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. · simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. · isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. · that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. · 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 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> · Healthy Me · Relationships · Changing Me · Celebrating Difference

	<p>emotions (including issues arising online). · 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.</p>	
<p>Internet safety and harms</p>	<p>· that for most people the internet is an integral part of life and has many benefits. · about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. · how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. · why social media, some computer games and online gaming, for example, are age restricted. · that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. · how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. · where and how to report concerns and get support with issues online.</p>	<p>All of these aspects are covered in lessons within the Puzzles · Relationships · Healthy Me</p>
<p>Physical health and fitness</p>	<p>· the characteristics and mental and physical benefits of an active lifestyle. · the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. · the risks associated with an inactive lifestyle (including obesity). · how and when to seek support including which adults to speak to in school if they are worried about their health.</p>	<p>All of these aspects are covered in lessons within the Puzzles · Healthy Me</p>

Healthy eating	<ul style="list-style-type: none"> · what constitutes a healthy diet (including understanding calories and other nutritional content). · the principles of planning and preparing a range of healthy meals. · the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	All of these aspects are covered in lessons within the Puzzles · Healthy Me
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> · how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. · about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. · the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. · about dental health and the benefits of good oral hygiene and dental flossing, including regular checkups at the dentist. · about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. · the facts and science relating to immunisation and vaccination 	All of these aspects are covered in lessons within the Puzzles · Healthy Me
Basic first aid	<ul style="list-style-type: none"> · how to make a clear and efficient call to emergency services if necessary. · concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	All of these aspects are covered in lessons within the Puzzles · Healthy Me
Changing adolescent body	<ul style="list-style-type: none"> · key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. · about menstrual wellbeing including the key facts about the menstrual cycle. 	All of these aspects are covered in lessons within the Puzzles · Changing Me · Healthy Me

CURRICULUM DESIGN

Our Curriculum will deliver the statutory curriculum in full.

PSHE complements several national curriculum subjects/ Curriculum Domains. We will look for opportunities to draw links between the subjects and integrate teaching where appropriate. PSHE also supports the “Personal Development” and “Behaviour and Attitude” aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

PSHE is not seen as an ‘extra’ subject. PSHE is taught in our schools both in an implicit and explicit nature. Schools can establish, at a local level, their own creative ways to teach skills from the framework in an implicit way.

Oak Partnership schools use a domain-based curriculum rather than specific subjects. This allows for a broader curriculum scope, reducing the amount of content that needs to be covered and advocating pupil voice and the needs/interests of the learners. Explicit skills from the PSHE framework are taught in this way.

What do we teach and who teaches it?

The **following table** outlines how* we teach the explicit skills in the PSHE framework.

(*Flexibility will be retained as it allows schools to respond to local public health and community issues, meet the needs of their community and adapt materials and the programme to meet the needs of pupils).

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

PSHE learning will be regular but may be taught in blocks not necessary as a weekly lesson.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community and a Class Charter being established.

Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

ASSESSMENT

We have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. This curriculum is cyclical and will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

Explicit lessons should be planned to ensure that pupils of differing abilities are suitably challenged.

Teachers will use formative assessment to identify where pupils need extra support.

SAFEGUARDING

We are aware that effective PSHE may lead to a disclosure of a child protection issue. Teachers will consult with the designated safeguarding lead and in his /her absence their deputy and follow guidance set out in our Child Protection Policy.

RIGHT TO WITHDRAW

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance p.17

At our primary schools, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the ‘Changing Me’

Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) i.e.

Year 4, Lesson 2 (Having a baby))

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

We will inform parents of this right by letter at least two weeks before these summer units are taught to children.

Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Good practice should include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Schools should document this process to ensure a record is kept.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw from Relationships Education or Health Education

WORKING WITH EXTERNAL AGENCIES

Working with external organisations can enhance delivery of PSHE bringing in specialist knowledge and different ways of engaging with young people. As with any visitor, schools will be responsible for ensuring that they check the visitor or visiting organisation's credentials.

Schools should also ensure that the teaching delivered by the visitor fits with their planned programme published in this policy. A discussion on the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils will take place before sessions. Schools should ask to see the materials visitors will use as well as a lesson plan in advance, so that they can ensure it meets the full range of pupils' needs (e.g. special educational needs).

REVIEW

This policy will be reviewed annually with the support of pupils, parents and governors.

MONITORING AND EVALUATION

The impact of this policy will be monitored and evaluated with the annual cycle of Trust Learning Review Cycles.

This monitoring and evaluation should ensure:

- the subject is well led, effectively managed and well planned;
- pupils make progress in achieving the expected educational outcomes;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

APPENDIX 1

PSHE PLANNED CURRICULUM CONTENT OVERVIEW



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Friendship and conflict Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Differences since being a baby Changes between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexing Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

APPENDIX 2

USING PSHE TO PROMOTE BRITISH VALUES

Being Me in My World

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

Celebrating Difference

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

Streamline and Scale

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓		✓	✓	✓
Year 1	✓		✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3			✓	✓	✓
Year 4	✓		✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓		✓	✓	✓

Healthy Me

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2		✓	✓	✓	✓
Year 1		✓	✓	✓	
Year 2		✓	✓	✓	
Year 3		✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6		✓	✓	✓	✓

Relationships

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4		✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

Changing Me

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2			✓	✓	✓
Year 1		✓	✓	✓	✓
Year 2		✓	✓	✓	✓
Year 3			✓	✓	✓
Year 4	✓		✓	✓	✓
Year 5			✓	✓	✓
Year 6			✓	✓	✓