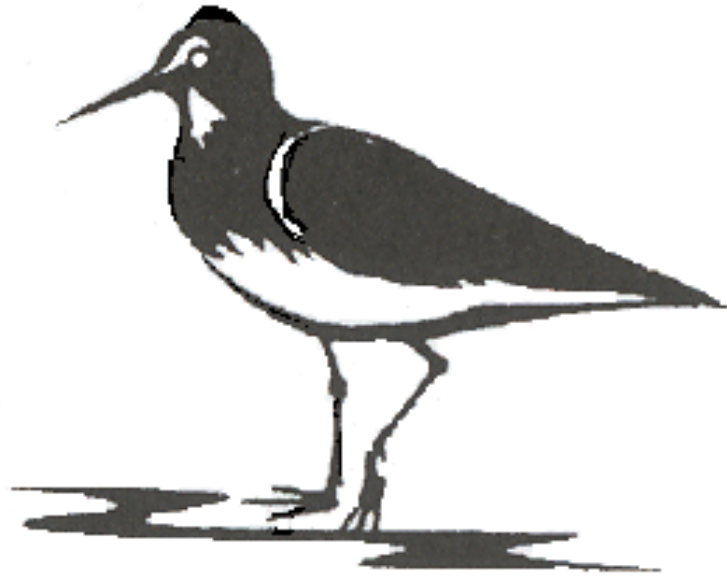


# Greenvale Primary School



## **PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) POLICY**

**Reviewed September 2021  
Next review September 2022**

**POLICY FOR PERSONAL, SOCIAL AND HEALTH EDUCATION**

## **What is PSHE?**

Personal, social and health education (PSHE) is a planned programme of learning opportunities and experiences that help young people grow and develop as individuals and as members of families and communities.

### **Our Aims:**

PSHE education gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future.

These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life. (PSHE Association)

PSHE is a non-statutory subject however, from September 2020 there are statutory elements:

- Relationship Education
- Health Education
- Sex Education

The detail for these can be found in our Relationship Health Sex Education (RSHE) policy.

### **Organisation, planning and delivery**

#### **Who is responsible for co-ordinating the subject?**

Mrs Tracey Whiting

#### **How it will be organised and covered:**

We are currently following our own scheme of work for all year groups written in consultation with Croydon Council. Lessons are taught weekly following a prescribed programme of study.

Our PSHE programme includes learning opportunities across the curriculum. PSHE provision is taught through a combination of:

#### *1) Discrete curriculum time*

To cover the non-statutory framework for PSHE within the National Curriculum it is necessary to provide a separate planned curriculum time.

The scheme of work for PSHE and Citizenship provides a developmental programme that both consolidates and further extends existing knowledge, skills and understanding. The SoW for Key Stage 1 builds on the knowledge, skills and understanding identified in the Early Learning Goals (especially that related to personal, social and emotional development) and the KS2 SoW builds on the KS1 SoW.

Our PSHE SOW ensures that:

- knowledge, skills and understanding in the non-statutory guidance for PSHE and Citizenship are developed
- Sex and Relationship Education (SRE) and Drug Education are provided throughout (in line with our RSHE policy)
- the issue of bullying is regularly explored

#### *2) Teaching through and in other subjects/curriculum areas*

Provision for some aspects of PSHE and citizenship are made through other subjects. For example:

- *English*: emotional literacy; discussion and debate; enquiry and communication; stories that illustrate aspects of personal and social development; how the media present information;
- *maths*: aspects of financial capability; counting and sharing; data handling;
- *science*: drugs (including medicines); sex; health; safety and the environment; ethical issues;
- *design and technology*: health and safety; healthy eating; realising that people have needs as they generate design ideas; use of technology; sustainable development;
- *ICT*: communicating with others via e-mail; finding information on the internet and checking its relevance;
- *history*: use of sources; reasons for and results of historical events, situations and changes; diversity within societies studied; significant people, events, ideas and experiences of people from the past;
- *geography*: topical issues concerning environment, sustainable development, land use; study of the childrens' own locality and places in different parts of the world, including less economically developed countries;
- *art and design*: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures;
- *music*: making the most of abilities in playing or singing; issues of cultural diversity, their value and their expression;
- *PE*: teaching and learning about health and safety; development of personal and social skills through team and individual activities, games and sports; gender issues;
- *RE*: religious and moral beliefs, values and practices that underpin and influence personal and social issues, and relationships.
- *Philosophy for Children*: children develop moral, spiritual ,social, personal understanding of the world through group discussion. Children explore and challenge cultural and social concepts in a safe environment.
- *Philosophy for Children (P4C)* - Children learn 'how to learn' to encourage reflective thinking, reciprocity, resilience and resourcefulness.

### 3) PSHE activities and school events

Occasional off-timetable experiences and activities provide a useful opportunity when a particular aspect of PSHE can be studied intensively. These form part of our planned and ongoing PSHE curriculum. At our school, these include:

- residential visits
- wellbeing day
- Cultures Week
- mini-enterprise weeks
- fund raising schemes
- visitors in school
- Healthy School initiative
- Eco Week
- Gardening Club
- Forest School
- The ARC

### 4) Involving pupils in the life of the school and wider community

Our school involves pupils in the life of our school in many ways. These include:

- Elected Pupil Parliament Representatives
- charity fund raising
- environmental schemes
- sports partnerships
- introduction of prefects

### **What extra provision will be made for children with particular needs?**

The needs of children and young people with learning disabilities or sensory impairments be met by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of differentiated difficulty, some children not completing all tasks;

- providing resources of different complexity according to the ability of the child;
- Where possible, using teaching assistants to support the work of individual children or groups of children.

Where particular pupils have learning and assessment requirements which go beyond the provision described above, and which must be addressed in order to overcome barriers to learning, for example as a result of a special educational need, disability, or linked to the pupils' progress in learning English as an additional language teachers will take account of these requirements by;

- Making provision where necessary to support individuals or groups of pupils to enable them to participate effectively in classroom activities. Where, because of visual or multi-sensory impairment or mobility difficulties, pupils are unable to gain incidental learning of the wider world, teachers will help pupils to observe and gain understanding of the PSHE curriculum.
- Taking account of the type and extent of the difficulty experienced by the pupil. In many cases the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. Where pupils need access to specialist equipment or adapted activities teachers will refer to and implement the pupils' statement of special educational needs and work closely with representatives of other agencies who may be supporting the pupil. Teachers will also help pupils to manage their behaviour and help individuals to manage their emotions so that they can take part in learning PSHE effectively and safely.

### **Differentiated Learning**

Active learning methods allow for differentiation of learning. Pupils in any one group will have different abilities based on their emotional and physical development, life experiences, literacy levels, first language, culture and learning disabilities. Differentiated learning can be in terms of:

- outcome – a task for all that the group can achieve at their own level
- extension of activity – groups who finish first can be given an extra activity to further develop their understanding
- support on the task – an extra member of staff can work with a group or individual to offer extra support in the classroom, school or community. With increased learning support within the classroom this is an option quite often available within the school's resources or it can also be achieved through the use of outside visitors
- different resources – active learning techniques allow the teacher to manage more than one activity at a time
- grouping by ability – this may be by same or mixed ability.
- Grouping by gender – For example boys could do a task about being a boy whilst the girls do a task about being a girl. They then come back and discuss their different ideas and learning. Evidence suggests that both girls and boys like to have some time in single sex grouping this is particularly true in SRE. Setting different tasks for boys and girls is one way of enabling this to happen within 'normal' curriculum arrangements.

### **Teaching methods and approaches**

PSHE is most effective when it uses a wide variety of active learning approaches. Active involvement in the life of the school and wider community should help young people recognize and manage risk and take increasing responsibility for themselves and their choices. A supportive school ethos where there are effective relationships between all members of the school community and where pupils play an active part in decision making and where school policies are compatible with what is taught in PSHE is important in providing an appropriate context for the delivery of PSHE

Our teachers use a range of active learning methods in PSHE and Citizenship. Active learning methods have a built in advantage over didactic methods as they offer (through their structure and process) automatic differentiation that accommodate different attitudes to learning and different abilities. They work using creative processes to develop skills, acquire knowledge and explore beliefs and values. Active learning works primarily within a group setting where children and young people work together. The group is a forum in which they learn from each other and practice using the knowledge and skills together. The

experience of listening to others views and beliefs, practising skills, observing others and developing relationships supports effective learning.

Each class keeps a log of their learning in a class PSHE Big Book.

### **The processes involved in active learning:**

**Doing** – taking part in a structured activity, for example finding out some information, exploring beliefs and values and practising skills. For example, pupils could undertake a decision making exercise where they are asked to decide a course of action based on a case study. A case study is accompanied by a series of specific questions such as:

- What might William be feeling?
- What might William be thinking?
- What might Nicky do?
- What might be the consequences?

This activity can be done in small groups. Each group then works together to think about the answers to the questions. They then come together to reflect upon the activity and discuss their ideas.

**Reflect** – pupils are helped to reflect on the process through the use of open questions to reflect on the process. For example:

Teacher: *‘What made you think that this was the right decision?’*

Pupil: *‘We thought about the choices that are available and thought that the most important thing was that they did not get into a situation where they did not have any control and might be dangerous.’*

**Practising** – by critically working out what happened. For example:

Teacher: *‘Did you think about the impact on Nicky, who wanted to go?’*

*How do you think William could respond to Nicky’s anger?’*

Pupil: *‘Even though it might be difficult and Nicky thinks it is a bit boring, Nicky should think about William’s concerns and they could try and find something else to do. William needs to stand his ground.’*

**Learning from the activity and planning** – at this stage the pupils are encouraged to think about what has been learnt and how they might use this learning. For example:

Teacher: *‘So if somebody was in either Nicky or William’s situation in the future what might they do?’*

Pupil: *‘Make sure that they talk to the other person and explain why they feel or think what they do. Really try to make sure they understand each other and think about other things they can do which are safe.’*

The following are examples of active learning methods. The teacher will match the method to the purpose of the lesson and to the pupils they are working with:

- word storming
- small group, paired and whole group
- discussion
- reporting back
- debates and standpoint-taking
- listening exercises
- questionnaires and quizzes
- myths and folklore
- storyboards, situation cards, photographs and magazine
- articles
- case studies
- story telling
- videos and films
- role-play.

### **PSHE Resources**

We have a range of resources for PSHE. They incorporate a variety of learning styles and include videos, , posters, leaflets, games etc. Our resources present positive images and reflect the values that the school wishes to promote. They:

- provide breadth and balance
- Are factually accurate and up-to-date
- Are free from stereotyping and bias in terms of gender, race, class, sexual orientation, ability and disability

An important part of PSHE is challenging misconceptions and there will be opportunities to use resources that present negative messages and images. These can be used to challenge stereotyping, misinformation and myths etc especially those perpetrated through the media.

#### **Questions to ask when selecting resources:**

- Are the underpinning values and beliefs stated and are they consistent with those of the school?
- Is there guidance on identifying pupils' existing levels of knowledge and understanding and how to incorporate these into planning?
- Do activities cover a range of teaching and learning styles?
- Is there guidance on evaluating activities?
- Are the materials free from stereotypes?
- Do the materials take account of religious, cultural and physical diversity and special educational needs?
- Has the material been developed in consultation with pupils and teachers and has effectiveness been evaluated?
- Does the material include guidance on the knowledge and skills needed for effective delivery and help build teacher confidence?

#### **Teaching and learning**

- Does the material outline processes for establishing a positive and supportive learning environment e.g. developing ground rules?
- Is active learning promoted?
- Are discussion and reflection encouraged?
- Do the activities cover the development of knowledge, skills and attitudes?
- Is the content differentiated and can it be adapted for use with particular groups of pupils?
- Is guidance given on assessing learning outcomes?

#### **Content**

- Does the content covered meet with pupils' needs?
- Is the content factually accurate and balanced?
- Are learning outcomes clearly stated?
- Are learning outcomes sufficiently challenging?
- Is the content appropriate to the needs of pupils in terms of language, images, attitude, maturity, understanding and knowledge required?
- Does it include positive images of a range of people and will the imagery and language appeal to pupils?
- Do the activities encourage pupils to think about their attitudes and values and take account of a range of perspectives?
- Do the activities encourage pupils to reflect on their learning and apply it to situations in their own lives?

#### **Links to pastoral systems and community services**

Pupils' awareness, knowledge and accessibility of pastoral services within the school: E.g.

- playground buddy schemes,
- Reflective behaviour sheets

Pupils informed of these within the classroom and in assemblies.

Pupils' awareness, knowledge and accessibility of community services: *Eg Childline,*

- Posters
- Leaflets
- NSPCC visit bi-annually

## **Specific issues**

It is important that there are clear boundaries for staff, children and parents when discussing aspects of PSHE. The following areas need to be considered:

- Confidentiality
- Dealing with difficult & sensitive questions
- Group agreements
- Distancing techniques

## **Confidentiality**

This is applicable for all staff in our school. Confidentiality for young people cannot and must not be guaranteed by school staff.

The boundaries of confidentiality should be made clear to children and young people. If a pupil discloses information which is sensitive, not generally known, and which the pupil asks not to be passed on, the request should be honoured unless this is unavoidable for teachers to fulfil their professional responsibilities in relation to:

- Child protection (It is the responsibility of every member of staff to know and abide by the school's safeguarding procedures. If any member of staff has a concern about the safety of a pupil these must be recorded and passed on to the school's Designated Safeguarding Lead. To do nothing is not an option.)
- Co-operating with a police investigation
- Referral to external services

Every effort should be made to secure the pupil's agreement to the way in which the school intends to use any sensitive information.

## **Answering difficult questions**

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE/Citizenship. To this end ground rules have been agreed to provide a common values framework within which to teach:

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.

## **Dealing with Sensitive Questions**

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teacher should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way, which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupil of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher is concerned that a pupil is at risk of abuse the Headteacher should be informed and the usual child protection procedures followed.
- Where appropriate, the school nurse or another professional will be invited in to provide follow-up and deal with some of the questions.

## **Statement on working with outside agencies:**

At our school all community based agencies who visit to provide curriculum support, are issued with the following code of conduct:

- Be willing to share their experiences, beliefs and insights, but avoid criticising the experiences and insights of others and imposing their views upon children in any way.
- Be familiar with the school's aims, ethos and policies and plan their involvement in the light of the aims and curriculum at the school.
- Seek to use engaging teaching and learning methods which involve the children actively and communicate at appropriate levels for the age group concerned.
- Make clear to children who they are, who they represent and what their aim and objectives are.
- Communicate with children using an open and non-judgemental approach, avoiding any hidden agenda to influence.

Prior to agencies attending the school, relevant staff ensure that:

- checks have been made with the LA if there are any concerns
- their input is integrated within a planned programme
- appropriate planning sheets/lesson plans have been produced
- school/class background information has been issued
- resources have been checked for suitability
- confirmation of dates and times have been confirmed in writing

### **Links with other policies**

*Safeguarding Policy,  
Behaviour and Discipline Policy,  
Anti-bullying Policy,  
RSHE Policy,  
E-safety Policy,  
AUP Policy,  
Preventing Radicalisation Policy,  
Equalities Policy,  
Health and Safety Policy,  
Complaints Policy,  
Teaching and Learning Policy,  
and Inclusion Policy.*

### **Dissemination**

To ensure the full effectiveness of this policy it will be shared with teachers and parents.

E.g. through:

- newsletters,
- the school's website, etc

Pupils should also be made aware of relevant sections and this can be done through school as part of PSHE lessons.

### **Useful websites**

#### **Advice / Support**

ChildLine [www.childline.org.uk](http://www.childline.org.uk)

Children's Legal Centre [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)

Child Trust Fund [www.childtrustfund.gov.uk](http://www.childtrustfund.gov.uk)

NSPCC [www.nspcc.org.uk](http://www.nspcc.org.uk)

SPOC 020 8726 6464 <https://www.croydon.gov.uk/healthsocial/families/childproctsafe/childprotect>

#### **Bullying**

Anti-Bullying Alliance [www.anti-bullyingalliance.org](http://www.anti-bullyingalliance.org)

Anti-Bullying Alliance / Children's Legal Centre: *Bullying: a guide to the law* [www.ncb.org.uk/aba/res\\_detail.asp?id=701](http://www.ncb.org.uk/aba/res_detail.asp?id=701)



Anti-Bullying Alliance: *Spotlight briefing: making schools safer using effective anti-bullying strategies*

[www.ncb.org.uk/aba/res\\_detail.asp?id=704](http://www.ncb.org.uk/aba/res_detail.asp?id=704)

DfES: *Bullying: a charter for action* [www.dfes.gov.uk/bullying/](http://www.dfes.gov.uk/bullying/)

DfES: *Don't suffer in silence* [www.dfes.gov.uk/bullying/](http://www.dfes.gov.uk/bullying/)

Teachernet: Tackling school bullying

[www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/](http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/)

### **Citizenship**

Association for Citizenship [www.teachingcitizenship.org.uk](http://www.teachingcitizenship.org.uk)

Teaching Citizenship Education: the global dimension [www.citizenship-global.org.uk](http://www.citizenship-global.org.uk)

The Citizenship Foundation [www.citizenshipfoundation.org.uk](http://www.citizenshipfoundation.org.uk)

Community Service Volunteers [www.csv.org.uk](http://www.csv.org.uk)

DfES Citizenship [www.dfes.gov.uk/citizenship](http://www.dfes.gov.uk/citizenship)

Personal Finance Education Group (PFEG) [www.pfeg.org.uk](http://www.pfeg.org.uk)

Schools Councils UK [www.schoolcouncils.org](http://www.schoolcouncils.org)

### **Cultural / Diversity Sites**

JAT (formerly the Jewish Aids Trust) [www.jat-uk.org](http://www.jat-uk.org)

Lesbian and Gay Christian Movement (LGCM) [www.lgcm.org.uk](http://www.lgcm.org.uk)

muslimyouth.net <http://muslimyouth.net/>

### **Emotional health and well-being**

Antidote [www.antidote.org.uk](http://www.antidote.org.uk)

Getting Connected [www.gettingconnected.org.uk](http://www.gettingconnected.org.uk)

National Emotional Literacy Interest Group [www.nelig.com](http://www.nelig.com)

National Pyramid Trust [www.nptrust.org.uk](http://www.nptrust.org.uk)

Social & Emotional Aspects of Learning [www.bandapilot.gov.uk](http://www.bandapilot.gov.uk)

Teachernet: Social and emotional aspects of learning (SEAL) [www.teachernet.gov.uk/teachingandlearning/socialandpastoral/sebs1/seal/](http://www.teachernet.gov.uk/teachingandlearning/socialandpastoral/sebs1/seal/) ]

DfES: *Key stage 3 behaviour and attendance strategy* [www.standards.dfes.gov.uk/keystage3/respub/ba\\_km](http://www.standards.dfes.gov.uk/keystage3/respub/ba_km)

### **Financial Capability**

Bank of England [www.bankofengland.co.uk](http://www.bankofengland.co.uk)

Bank of England: *Pounds and pence* [www.bankofengland.co.uk/education/poundsandpence/](http://www.bankofengland.co.uk/education/poundsandpence/)

DfES: *Financial capability through personal financial education* [www.dfes.gov.uk/publications/guidanceonthelaw/fcg/](http://www.dfes.gov.uk/publications/guidanceonthelaw/fcg/)

Financial Services Authority (FSA) [www.fsa.gov.uk](http://www.fsa.gov.uk)

Jewish Association for Business Ethics: *Money and morals* [www.moneyandmorals.org](http://www.moneyandmorals.org)

*The red box* [www.redbox.gov.uk](http://www.redbox.gov.uk)

Personal Finance Education Group (PFEG) [www.pfeg.org](http://www.pfeg.org)

PFEG: *Developing financial capability through mathematics and PSHE* [www.pfeg.org/Curriculum/Maths/](http://www.pfeg.org/Curriculum/Maths/)

*MoneyFacts* [www.moneyfacts.co.uk](http://www.moneyfacts.co.uk)

### **General Child/Young Person Sites**

BBC: Kids' health [www.bbc.co.uk/health/kids/](http://www.bbc.co.uk/health/kids/)

Children First [www.childrenfirst.nhs.uk](http://www.childrenfirst.nhs.uk)

Galaxy-H [www.galaxy-h.gov.uk](http://www.galaxy-h.gov.uk)

Lifebytes [www.lifebytes.gov.uk](http://www.lifebytes.gov.uk)

Mind, body and soul [www.mindbodysoul.gov.uk](http://www.mindbodysoul.gov.uk)

Welltown [www.welltown.gov.uk](http://www.welltown.gov.uk)

TheSite.org [www.thesite.org](http://www.thesite.org)

### **General Sites**

Department of Health [www.dh.gov.uk](http://www.dh.gov.uk)

DfES: *Standards site: schemes of work* [www.standards.dfes.gov.uk/schemes/](http://www.standards.dfes.gov.uk/schemes/)

Equal Opportunities Commission [www.eoc.org.uk](http://www.eoc.org.uk)

National Children's Bureau [www.ncb.org.uk](http://www.ncb.org.uk)

*National curriculum online* [www.nc.uk.net](http://www.nc.uk.net)

The National Society for Promoting Religious Education [www.natsoc.org.uk](http://www.natsoc.org.uk)  
Office for National Statistics [www.statistics.gov.uk](http://www.statistics.gov.uk)  
Ofsted [www.ofsted.gov.uk](http://www.ofsted.gov.uk)  
Schools Health Education Unit [www.sheu.org.uk](http://www.sheu.org.uk)  
Teachernet [www.teachernet.gov.uk](http://www.teachernet.gov.uk)  
Teachernet: *Healthy living blueprint for schools* [www.teachernet.gov.uk/wholeschool/healthyliving/](http://www.teachernet.gov.uk/wholeschool/healthyliving/)  
Croydon Public Health [www.croydon.nhs.uk](http://www.croydon.nhs.uk)

### **Healthy eating**

British Nutrition Foundation [www.nutrition.org.uk](http://www.nutrition.org.uk)  
Eating Disorders Association [www.edauk.com](http://www.edauk.com)  
Food in Schools [www.foodinschools.org](http://www.foodinschools.org)  
National Heart Forum [www.heartforum.org.uk](http://www.heartforum.org.uk)  
Department of Health: Food in schools [www.dh.gov.uk/PolicyAndGuidance/HealthAndSocialCareTopics/FoodInSchools/fs/en](http://www.dh.gov.uk/PolicyAndGuidance/HealthAndSocialCareTopics/FoodInSchools/fs/en)  
Department of Health: School fruit and vegetable scheme  
[http://www.dh.gov.uk/PolicyAndGuidance/HealthAndSocialCareTopics/FiveADay/FiveADayGeneralInformation/FiveADayGeneralArticle/fs/en?CONTENT\\_ID=4002149&chk=DeYbs5](http://www.dh.gov.uk/PolicyAndGuidance/HealthAndSocialCareTopics/FiveADay/FiveADayGeneralInformation/FiveADayGeneralArticle/fs/en?CONTENT_ID=4002149&chk=DeYbs5)  
Food Standards Agency [www.food.gov.uk](http://www.food.gov.uk)

### **Physical activity**

British Heart Foundation [www.bhf.org.uk](http://www.bhf.org.uk)  
Sport England [www.sportengland.org](http://www.sportengland.org)  
Sustrans [www.sustrans.org.uk](http://www.sustrans.org.uk)  
Youth Sport [www.youthsport.net](http://www.youthsport.net)

### **PSHE**

DfES PSHE [www.teachernet.gov.uk/pshe](http://www.teachernet.gov.uk/pshe)  
Healthy Schools [www.healthyschools.gov.uk](http://www.healthyschools.gov.uk)  
Make A Connection [www.makeaconnection.org](http://www.makeaconnection.org)  
National Children's Bureau [www.ncb.org.uk/library/pshecis](http://www.ncb.org.uk/library/pshecis)  
NSCoPSE [www.nscopse.org.uk](http://www.nscopse.org.uk) <http://www.childrenfirst.nhs.uk/>  
Ofsted Publications and Reports - <http://www.ofsted.gov.uk/portal/site/Internet/menuitem.d3f8c96f499dccee628a0d8308c08a0c/?vgnextoid=3a6b8587fd24a010VgnVCM1000008192a8c0RCRD>  
PSHE Subject Association - <http://www.pshe-association.org.uk/Page.asp>  
Teachernet: PSHE [www.teachernet.gov.uk/pshe/](http://www.teachernet.gov.uk/pshe/)  
Teachernet: Case studies [www.teachernet.gov.uk/casestudies/](http://www.teachernet.gov.uk/casestudies/)

### **Safety**

Anti-Bullying Alliance [www.anti-bullyingalliance.org](http://www.anti-bullyingalliance.org)  
Bullyfreeworld [www.bullyfreeworld.com](http://www.bullyfreeworld.com)  
Child Exploitation and Online Safety - <http://www.thinkuknow.co.uk/>  
Kidscape [www.kidscape.org.uk](http://www.kidscape.org.uk)  
Peer Support Works [www.peersupportworks.com](http://www.peersupportworks.com)  
Health and Safety Executive [www.hse.gov.uk](http://www.hse.gov.uk)  
Home Office: *Keep your child safe on the internet* [www.thinkuknow.co.uk/parents/](http://www.thinkuknow.co.uk/parents/)

### **Sex and Relationships Education**

Brook Advisory Centres - [www.brook.org.uk](http://www.brook.org.uk)  
fpa (Family Planning Association) - [www.fpa.org.uk](http://www.fpa.org.uk)  
Sex Education Forum - [www.ncb.org.uk/sef](http://www.ncb.org.uk/sef)  
Centre for HIV and Sexual Health - [www.sexualhealthsheffield.co.uk](http://www.sexualhealthsheffield.co.uk)  
DfES: *Sex and relationship education guidance* [www.dfes.gov.uk/sreguidance/](http://www.dfes.gov.uk/sreguidance/)  
DfES: *Stand up for us* [www.wiredforhealth.gov.uk/cat.php?catid=1101](http://www.wiredforhealth.gov.uk/cat.php?catid=1101)  
QCA SRE Units of Work - [http://www.qca.org.uk/15037\\_15040.html](http://www.qca.org.uk/15037_15040.html)  
SRE and Parents - <http://www.dfes.gov.uk/sreandparents/>  
Teenage Pregnancy Unit - [http://www.dfes.gov.uk/teenagepregnancy/dsp\\_Content.cfm?PageID=85](http://www.dfes.gov.uk/teenagepregnancy/dsp_Content.cfm?PageID=85)  
Think U Know - <http://www.thinkuknow.co.uk/>

LGB - <http://www.lgcm.org.uk/>

Naz project - <http://www.naz.org.uk/>

School Health Education Unit - <http://www.sheu.org.uk/>

The Site: <http://www.thesite.org/>

L8r [www.l8r.uk.net](http://www.l8r.uk.net)

National Children's Bureau: *Faith, values and sex and relationship education* [www.ncb.org.uk/resources/res\\_detail.asp?id=325](http://www.ncb.org.uk/resources/res_detail.asp?id=325)

Ofsted: *Sex and relationships education in schools*

<http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=67>