



# Shalom Noam Primary School

## Primary PSHE (Personal, Social, Health, and Economic Education) Policy

Including Relationships Education

January 2023

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## 1 Policy Development

This policy has been developed in consultation with staff and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff and governors were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to view the policy and make comments which were reviewed and given careful consideration
4. Ratification – once amendments were made, the policy was shared with governors and ratified

## 2 Links to other School Policies

At Shalom Noam, we teach RHE as set out in this policy.

We also have statutory duties to actively promote British Values, comply with the Equality Act, keep our children safe and meet the changing needs of all families in our school community.

This policy should be read in conjunction with the following school policies:

- 1.1 Safeguarding/Child Protection Policy
- 1.2 Behaviour/Anti Bullying Policy
- 1.3 Online Safety Policy
- 1.4 Equalities Policy
- 1.5 SMSC and ethos statement
- 1.6 SEND Information Report
- 1.7 Confidentiality Policy

## 3 Compliance with Statutory requirements

Our policy complies with the following statutory requirements and recommendations in delivering our PSHE curriculum:

As a voluntary aided primary school we must provide relationships education to all pupils as per section 34 and 35 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Health Education is compulsory in all Primary Schools.

As a School we are not delivering Sex Education in addition to statutory Relationships, Science and Health education. Parents do not have the right to withdraw from these statutory subjects.

## 4 Purpose of the Policy

This policy further sets out:

- Our approach to integrating statutory Relationship Education and Health Education within the comprehensive PSHE curriculum, in line with non-statutory programmes of study.
- Our overall aims for delivering PSHE, including Relationship Education, Health Education and Living in the Wider World
- Our definitions for Relationship Education and Health Education
- Guidance for Staff and outside visitors about approaches, organisation and content for the PSHE curriculum
- Information for parents and carers about what is taught and when in PSHE
- Guidance for monitoring and evaluating PSHE, including arrangements for policy review

## 5 Aims

This policy outlines our commitment to providing pupils with the knowledge, skills and attributes needed to manage their lives, now and in the future. Delivering a broad and balanced life-skills PSHE curriculum, through our three strands of Relationships Education, Health Education and Living in the Wider World, is essential for us in helping out children to stay healthy and safe, while preparing them to make the most out of school, work and life.

Through quality delivery, our aims of relationships and PSHE education at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of physical development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships, maintaining positive, respectful and healthy relationships within which they can thrive personally and socially
- Teach children the importance of keeping healthy and looking after their physical and emotional health.
- To teach children how to keep themselves safe in all situations.
- To develop responsible citizens who understand they have rights and responsibilities that help them make a positive contribution to society
- To develop successful learners who enjoy overall learning, making progress and achieving success

At Shalom Noam, we follow the dictates of the Torah that states: 'Venishmartem Meod Lenafshosaichem' (Devarim 4:15) We have an obligation to look after ourselves and keep ourselves healthy. This guides our vision for our PSHE and Relationship curriculum. We aim to provide our children with the tools and skills they will need to ensure they are aware of what is needed to keep themselves healthy, well and safe in a range of situations. We will teach them that their bodies are special and need looking after and that emotionally, they need to feel safe and loved in order to thrive. We will help children identify suitable adults who can help them in a time of need and to understand the importance of mental health and wellbeing. We promote positive attitudes and values and respect differences in opinions and develop a positive self-image and high self esteem. Children are taught to take personal responsibility for their actions.

## 6 Definition

Relationships Education is about learning the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. We believe that children should learn about relationships as well as the emotional, social and physical aspects of growing up. Relationship Education supports our children to be happy, healthy and safe in their connections and interactions with others, now and in the future.

We believe sex and healthy relationships education is best defined as 'learning about physical, moral and emotional development.' It is about understanding the importance of family life, stable and loving relationships, respect, love and care. (Sex Education and Relationship Education Guidance)

In this school, the teaching about health and relationships is part of the personal, social and health education curriculum. We teach children in the context of morality and individual responsibility. This allows children to ask and explore moral questions.

Health Education is learning about the characteristics of good physical health and mental wellbeing and the equally important role that each of these play in our everyday lives. It explores the important role that physical health has on our mental health and vice versa. Health Education supports our children to be happy, healthy and safe in their health-related choices and behaviours, both physically and mentally, now and in the future.

We aim to work closely with parents, carers and governors and to create an ethos that will ensure all pupils receive appropriate, accurate and honest answers to their questions. Should any questions about sex and healthy relationships not covered by our curriculum arise, we will consult with parents to ensure children are given age appropriate responses. We teach these concepts within the guidelines of our Torah whilst understanding that every person in our society deserves respect.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe that pupils should receive comprehensive, balance and accurate information that relates to their needs. The personal beliefs and attitudes of teachers will not influence the teaching of any elements of PSHE.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

## 7 Curriculum

We have developed the curriculum in consultation with parents, governors, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner.

Primary sex education is not compulsory in primary schools, and based on the wishes of stakeholders, parents and governors, we will be teaching health and relationships education. We will fulfil all the requirements of the national curriculum. Please refer to Appendix 1.

All schools, including Shalom Noam, have a statutory obligation to deliver the elements of Sex Education which fall under the National Science Curriculum for EY, KS1 and KS2. These are as follows:

### 7.1 Early Years- Early Learning Goals

**Physical Development:** Health and self-care

**Personal, social and emotional development:** Self -confidence and self-awareness, managing feelings and behaviour and making relationships.

**Understanding of the World:** People and Communities

### 7.2 Statutory Content:

#### **Relationships Education (KS1 & 2: age 5-11 years)**

- Families and people who care for me
- Caring Friendships
- Respective relationships
- Online relationships
- Being safe

#### **7.3 Key Stage 1** (age 5-7)-Statutory Science curriculum

Year 1: Identify, name, label and draw the basic parts of the human body and say which part of the body is associated with each sense.

Year 2: Notice that animals and humans have offspring which grow into adults.

Describe the importance for humans to exercise, eat the right amounts of different foods and hygiene.

#### **7.4 Key Stage 2** (aged 7-11)- Statutory Science curriculum

Year 5: Describe the life processes of reproduction in some plants and animals.

Describe the changes as humans develop to old age.

Year 6: Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Recognise the impact of diet, exercise, drugs and life style in the way their bodies function

#### **7.3 Health Education**-by the end of Primary School, children will be taught about:

- Changing Adolescent body (Puberty)
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid

For more information about our PSHE curriculum, see Appendix 1.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include a range of different structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

PSHE and Relationships is taught once a week with both kodesh and chol teachers in the lesson and it is taught as a whole class. There are times when learning is complemented by external visiting speakers. It is important to note that where outside visitors help to deliver PSHE and Relationships curriculum, they are not there to replace teachers but to enrich existing programmes by supporting the school.

We also hold a number of assemblies and special weeks eg. Wellbeing weeks

### **8 Roles and responsibilities**

#### **8.1 The governing body**

The governing body will approve the PSHE and Relationships policy and hold the headteacher to account for its implementation.

#### **8.2 The headteacher**

The headteacher is responsible for ensuring that PSHE and Relationships is taught consistently across the school.

### 8.3 Staff

Staff are responsible for:

- Delivering PSHE and Relationships in a sensitive way
- Modelling positive attitudes to PSHE and Relationships
- Monitoring progress
- Responding to the needs of individual pupils
- Ensuring there is adaptation to learning when required and that every child can access the PSHE and Relationships curriculum.

Staff do not have the right to opt out of teaching PSHE and Relationships. Staff who have concerns about teaching the curriculum are encouraged to discuss this with the headteacher.

The Chol and Kodesh class teachers have joint responsibility for delivering this curriculum.

In the course of PSHE lessons, pupils may indicate in some way that they are vulnerable or at risk. In these circumstances staff are aware that they must refer to the Safeguarding Policy to ensure that they are clear about what is required in such circumstances.

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained.

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's agreed procedure for recording and reporting disclosures.

### 8.3 Approaches for delivering effective PSHE

PSHE often works within pupils' real life experiences, addressing a range of personal, social, emotional and health issues. A safe, supportive and respectful learning environment is created by establishing clear ground rules, developed and agreed with all pupils across the school and referred to during the lessons. This helps to secure an atmosphere within which pupils feel able to discuss concerns, feelings and sensitive issues.

Pupils are expected to engage fully in PSHE and Relationships and, when discussing issues related to PSHE, treat others with respect and sensitivity.

## 9 Confidentiality

In the course of PSHE lessons, pupils may indicate in some way that they are vulnerable and at risk. In these circumstances staff are aware that they must refer to the Child Protection /Safeguarding policy to ensure that they are clear about what is required in such circumstances

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so.

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the schools agreed procedure for recording and reporting disclosures and the nature of access to this information.



## **10 A Range of Learning Approaches**

Active and interactive engagement is most effective in PSHE. In every section of the course a variety of teaching and learning styles are used including videos, information sheets pamphlets, textbooks, visual aids and models, games, role-play, interactive CD ROMS, the internet and visits.

## **11 Relevant Resources**

Resources will be assessed to ensure that they are current, relevant and appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.

## **12 Groupings**

The PSHE curriculum will be delivered through a variety of whole class lessons, smaller group work and where relevant, in one to one sessions.

## **13 Responding to Pupils' Questions**

It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.

## **14 Meeting the Needs of SEND Pupils**

These lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, small group work and providing CPD for teachers.

## **15 Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education or health education.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE, however, as this is not taught at Shalom Noam, it is not relevant.

## **16 An Inclusive Approach through a Moral and Values Framework**

As an inclusive school we value difference and diversity within our school community and the wider world. As such PSHE is delivered within the context of our school aims, values and moral framework, and equal opportunities policy, taking into account the following considerations:

- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law.
- Respect for ourselves and others helps develop understanding of the need for non-exploitation within relationships

- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds.
- Some children may have a different structure of support around them (for example

We believe that pupils should receive comprehensive, balanced and accurate information that relates to their needs. The personal beliefs and attitudes of teachers will not influence the teaching of any elements of PSHE.

## 17 Assessing PSHE and Monitoring the Programme

The PSHE Lead will be responsible for:

- Ensuring the policy and programmes are implemented and agreed.
- Monitoring teaching within lessons through observations, team teaching, pupil work scrutiny and discussions with those involved.
- Supporting staff to assess pupils progress, in line with the school's assessment procedures.
- Evaluation of the programme will be made by assessing the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of pupils, staff and parents will be sought and taken into account as the programme develops and changes.
- Recommending targets for whole school development.

## 18 Training

Staff are trained on the delivery of PSHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher may also invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching PSHE and Relationships.

Training may include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Managing sensitive issues

## 19 Monitoring arrangements

The delivery of PSHE is monitored by Mrs Aremband through:

Ensuring the policy and programmes are implemented as agreed.

Planning, lesson observations, learning walks, pupil voice and book looks.

Supporting staff to assess pupils progress, in line with the school's assessment procedure.

Pupils' development in PSHE is monitored by class teachers as part of our internal assessment systems.

Evaluation of the programme will be made by assessing the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of pupils, staff and parents will be sought and taken into account as the programme develops and changes.

## **20 Disseminating and Monitoring of the PSHE Policy**

A copy of the policy will be supplied to all staff and governors and included within school induction materials. A full copy will be published on the school's website and made freely available to parents on request.

This policy will be reviewed by Mrs Posen and Mrs Aremband annually. At every review, the policy will be approved by the governing body.

**Next review due by:**

**June 2024**

## Appendix 1: Curriculum map

Core themes:	Relationships		Health and Wellbeing		Living in the Wider World	
	Social	Emotional	Physical	Relationships	Safety	Citizenship
<p>Children learn that:</p> <ul style="list-style-type: none"> <li>Families are important for children growing up as they can give love, security and stability.</li> <li>Characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, spending time with family.</li> </ul>			<ul style="list-style-type: none"> <li>The importance of friendships making us feel happy and secure, and how people choose and make friends.</li> <li>Characteristics of friendships, mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, support with problems and difficulties.</li> <li>Healthy friendships are positive and welcoming towards others and do not exclude others or make them feel lonely.</li> <li>Friendships can have ups and downs. Violence is never tolerated or acceptable.</li> <li>Healthy friendships and managing conflict.</li> <li>Mental Wellbeing is a normal part of daily life-in the same way as physical health.</li> </ul>		<ul style="list-style-type: none"> <li>Courtesy and manners</li> <li>Being respected and respecting others. Having respect for those in authority.</li> <li>Caring for the environment.</li> </ul>	
תורה theme	ואהבת לרעך כמוך כל מה דשנא לך...	המכיר את מקומן (אבות) אם אין אני לי... (אבות) ספרי מוסר	ונשמרתם מאד...	כל ישראל ערבים קנה לך חבר	ונשמרתם מאד...	התפלל בשלומי של מלכות טוב לצדיק וטוב לשכנו
<b>Year 1</b>	Self-Identity Things I like. Speaking up and sharing opinions Where we live Together we can	Understanding feelings Being special Standing up for yourself and taking turns	My Body my business Sleep Healthy Food Keeping clean Safety	Making friends, what friendship is Breaking friendships and falling out Being a good friend Differences and similarities between	How to call the emergency services Going for goals Jobs	Heads-Up School community My community Being neighbours Being British and living in Britain

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	achieve more. Dealing with bullying		Exercising Bodies	people Respecting others Changes		
<b>Year 2</b>	Who are your VIP's Family Friends Falling out Working together Showing care	Setting goals Tackling new challenges Feelings Being thankful	The importance of exercise Our bodies Growing up Look at me now. Life cycle of animals and humans	Everybody's different. Taking part Families Homes School	Being safe Staying safe at home Road safety Staying safe online People who can help	Rights and responsibilities Protecting our rights Respecting other people's rights Is it fair?
<b>Year 3</b>	Together everyone achieves more through Heads Up Friendship and conflict Being considerate Recognising bullying	Recognising feelings Expressing yourself Standing up for yourself and others Making it right!	My body, my choice Good night, good day Good hygiene Healthy eating and nutrition Choosing healthy habits	Trust and appreciation for special relationships Celebrating difference and remaining friends Making new friends	How to call the emergency services Jobs and skills Drugs, healing or harmful	Environmental change Living in Britain Democracy Rules, Laws and responsibilities Tolerance and respect Money matters
<b>Year 4</b>	Making friends Staying friends Healthy relationships Falling out and making up Bullying and anti-	Happy minds-happy people Changes in life Dealing with emotions Always learning-understanding our	Why is exercise important? Eating Healthy Food Respect for myself and others Making Healthy and Safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help.	New responsibilities Risks, hazards and dangers Under pressure Dangerous substances	Money Matters: How to create a successful business-The Fiver Challenge

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	bullying	strengths and areas for improvement. What is resilience?		My special family- autobiography		
<b>Year 5</b>	Communication Collaboration Compromise Care Shared responsibilities	Achieving and learning Positive attitude Future focus Equal opportunities Compliments and gratitude	Planning and preparing a range of healthy meals Keeping safe in the sun How does sleep affect me? Good dental health	Dealing with feelings Confidence Resilience Assertiveness	Road safety Personal Safety Technology safety	Rights and responsibilities Supporting others (Charity) Democracy
<b>Year 6</b>	Family and friends Responsibility for your actions Disagreement Making decisions and choices Secrets Resilience Growth mindset		Understanding calories and nutritional content of food Why should I eat healthy food? Drugs, alcohol and tobacco Personal hygiene Immunisations Growing up		First Aid Course Independent travel Transition to Secondary School  GIFT-the importance of giving, community participation and volunteering.	Global warming Tolerance and respect for all
Events during the year:	<p><b>Anti-bullying Day</b> - How to treat others with kindness, consideration and respect. Healthy friendships, positive relationships and who to turn to when one is feeling unhappy due to the actions of others. Different types of bullying, including cyberbullying, the impact of bullying, reporting bullying to an adult and how to get help. Linked to artist Andy Goldsworthy, children work as a team to create a piece of Art.</p> <p><b>Keeping Safe assembly/Shema Koli:</b> How to keep safe in a range of situations and who to talk to if feeling unsafe.</p> <p><b>Mental Health and Wellbeing Day-</b> Children learn about mental health and wellbeing, that mental wellbeing is a normal part of daily life, that there is a normal range of emotions that people experience in relation to different situation, how to recognize and talk about their emotions, how to judge what is appropriate, the benefits of physical exercise, time outdoors, community participation, simple self-care techniques, isolation and loneliness can affect children and they should talk to a trusted adult, bullying (including cyberbullying) can have a lasting impact, where and how to seek support and that mental ill health can be common. They learn that an active lifestyle is important, the risks of an inactive lifestyle, who to speak to if</p>					

they are worried about their health.

**Shema Koli**-personal safety workshops: How to recognize who to trust and who not to trust. How to seek advice or help when needed. Three special rules taught, stereotypes and how they can be unfair, negative and destructive, permission seeking with friends, peers and adults, boundaries, privacy and secrets, your body is yours, appropriate and inappropriate physical contact, safety with adults they do not know, recognizing the feeling of concern and how to act on them, understanding personal space.

**Internet Safety Day;** Cyberbullying, people sometimes behave differently online and may pretend to be someone they are not, respect for those online, SMART rules for keeping safe online, how to report harmful contact or content, online friendships with people they don't know, how information and data is saved, shared and used online.

**Internet Safety assembly:** The internet is an integral part of life for many and has many benefits, rationing time online and the impact of spending excessive amounts of time online, being respectful online and keeping personal information private, why social media, some computer games and online gaming are age restricted, the internet can be a bad place and can have a negative impact on mental health, fake news and how to report concerns online.

**Our World Week**-different people, different cultures. Children learn about different ways of life, different traditions and religions and the importance of respecting all, even if they are different in looks, personality, beliefs etc.

**Different types of families assembly:** Others' families, either in school or in the wider world sometimes look different from their family but they should respect those differences and know that other children's families are also characterized by love and care.

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. Marriage is a commitment of two people for life. If they do not feel happy or safe, where they can get help.

**Place to Talk**-Weekly opportunity for children to see the school counsellor to seek help about family, friends or friendships. Children put their names in a box and get an appointment to see the school counsellor.

**Drugs, alcohol and tobacco lessons (KS2):** The facts about legal and illegal harmful substances and associated risks including smoking, alcohol use and drug-taking.

**Year 6 transition program:** Respect, practical steps in a range of contexts to improve and support respectful relationships, self-respect and the link to own happiness.

**First Aid Course:** Year 6 take part in a First Aid Course. There is a First Aid Assembly for KS1 and KS2 in which they learn to make a clear and efficient call to the emergency services when necessary, basic concepts of First Aid.

Growing-up course: The children are taught key facts about puberty and the changing adolescent body, particularly from 9 to 11 including physical and emotional changes, about menstrual wellbeing including key facts about the menstrual cycle..

**HeadsUp (Years 3 and 4)**-Heads Up Kids is a social and emotional wellbeing program delivered in the classroom by the class teacher. The program aims to foster children's resilience and positive mental health. The children learn through games, drama, art and discussion. Positive outcomes from participating in Heads Up Kids include: Problem-solving skills, ability to manage difficult feelings and challenges, increase in confidence and self-esteem and class cohesion.