South Hampstead
High School

G D S T

Junior School

Personal, Social, Health and Economic Education (PSHEE) and Relationships, Sex and Health Education (RSHE) Policy

2026-2027

Contents

PSHEE and RSHE Policy

Introduction	3
Objectives of the PSHEE Programme	3
Approaches	4
Content / Curriculum	4
Assessment and Reporting	5
Continuity and Progression	6
Equal Opportunities	6
SEND	6
Resources	6
School Council	7
House System	7
Penguin Passport Programme	7
Professional Development	8
Confidentiality	8
Monitoring the Effectiveness of PSHEE	8
Relationships, Sex & Health Education (RSHE)	9
Organisation of RSHE	9
Parental Consultation	10
Continuity of provision between Junior and Senior Schools	10
Policy Review	11
Scheme of Work	12

This policy includes PSED (Personal, Social and Emotional Development) in the EYFS.

Introduction

At South Hampstead Junior School, education of the whole pupil is fundamental to all aspects of our provision. Consideration of the health, happiness and wellbeing of individuals is given in all lessons and activities throughout the school. Personal, Social, Health and Economic Education (PSED in the EYFS) enables pupils to develop the knowledge, attitudes, attributes and skills they need to manage their lives today and in the future. It helps pupils to stay healthy and safe, whilst preparing them to make a positive contribution and play an effective part in the life of the school.

Personal, Social, Health and Economic Education is delivered formally through the PSHEE Scheme of work, which is linked to aspects of RE, assemblies, through pastoral systems in the school, the wider curriculum and the day-to-day interactions between members of our School and the wider community.

Objectives of the PSHEE Programme

We aim to:

- Provide an excellent academic education which fosters individuality, creativity, intellectual vigour and enthusiasm within a vibrant, friendly and supportive community, so that every girl may develop a sense of self-worth, self-awareness, responsibility and respect for others
- Equip pupils with the skills and resilience to cope with life's challenges and the confidence to know when and where to ask for help if they feel they need more support
- Develop pupils' personal skills, social awareness, understanding of both emotional and physical health, in order to prepare them for the challenges, opportunities and experiences they may encounter in the future
- Teach pupils the importance of adopting a healthy lifestyle, including hygiene, diet, healthy eating and exercise
- Enable pupils to value and celebrate difference, diversity and uniqueness in themselves and other individuals and communities
- Provide pupils with the ability to make sound monetary decisions in their everyday lives, and to grow into adults who know how to keep track of their finances, plan ahead and spend wisely
- Provide comprehensive, unbiased and correct information
- Provide pupils with the opportunity to experience genuine challenge and to take risks in order to develop a growth mindset
- Protect children from radicalisation and extremism by providing a safe environment for children to develop a sense of self-worth, confidence and resilience and an understanding of the diversity of the local community and of the wider world
- Promote and celebrate the fundamental British values of democracy, rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and for those without faith
- Develop pupils' understanding of RSHE at an appropriate level for their age and stage
- Enable pupils to recognise the importance of nurturing their mental health
- Teach children how to keep themselves safe both offline and online
- Help pupils to develop an awareness of the different career options available to them in the future

Approaches
PSHEE is delivered through a combination of timetabled specific lessons, workshops and through other curriculum areas, such as School Council, assemblies, Circle Time, the school House System and experiences beyond the classroom, e.g. residential visits and school performances.

A range of teaching and learning styles are used to meet the requirements of the National Curriculum and the EYFS, and to provide opportunities for the girls to develop their thinking skills. These include:

- Discussions
- Real life situations
- Debates
- Role-play and hot seating
- Problem solving activities
- Creating spider diagrams/mind maps
- Extracts from audio-visual resources
- Responding to comments and questions in a class 'Thoughts and Feelings Box' or 'Ask It Basket'
- Music
- Creative written work, e.g., storyboards, script writing, cartoons.
- Circle Time
- Journaling in Upper KS2

Pupils may record their work in their PSHEE books which are passed up from one year to the next. The nature of PSHEE lessons is typically participative, providing opportunities for the girls to talk through situations, role-play scenarios and develop their thinking skills through discussion, listening and questioning.

Throughout the school year, girls are encouraged to participate in a range of practical activities that promote active citizenship, e.g., charity fundraising, the planning and taking part in special events such as assemblies and focus weeks or involvement in activities to help other individuals or groups less fortunate than themselves.

Appropriate visitors are welcome. These might include:
- The School Liaison Police Officer
- The School Nurse
- The Fire Brigade
- Education Child Protection
- TfL Road Safety
- Elent Financial Education

Through all of these approaches, there are explicit opportunities to promote pupils' spiritual, moral, social and cultural development.

Content / Curriculum
In the EYFS, PSED is covered through specific timetabled lessons. Girls participate in Circle Times each week and engage in play-based activities which are set up to facilitate learning in this area.

In Key Stages 1 and 2 girls have two 35-minute PSHEE/RSHE lessons per week. One of these is based on the Scheme of Work and the other may take the form of a Circle Time to address any common issues or themes arising in that particular year group. This gives girls the opportunity to talk openly and share personal experiences in a supportive and safe environment.
PSHEE is also covered in other areas of the curriculum, such as Science, Computing, Physical Education, History and RE.

Learning Outcomes will give pupils the knowledge, understanding and skills to:

- Develop confidence and self-esteem as well as mutual respect.
- Evaluate their strengths and weaknesses with a view to taking on responsibility.
- Develop resilience, self-motivation, perseverance and adaptability.
- Debate issues, listen and respond with tolerance and respect, to the views of others.
- Develop social skills, such as how to co-operate, resolve disputes and share with others.
- Make informed decisions and take responsibility for one's own health and safety.
- Play an active role within the community as good citizens.
- Develop an understanding of what is right and wrong.
- Recognise bias; look at different interpretations and views, particularly when considering social and moral issues.
- Develop positive relationships with a range of different people.
- Prepare for the challenges and changes that may be ahead.
- Develop the skills to work as part of a team.

PSHEE teaching in Years 1 – Year 6 and PSED teaching in Reception will incorporate the government's guidance on:

- Feelings and emotions
- Relationships and Sex
- Friendships
- Making Choices
- Rights and Responsibilities
- Rules and age restrictions
- Target setting
- Communities
- The Global Community
- Democracy
- Health and wellbeing
- Financial Education
- Grief and loss
- Screen time and awareness of AI
- Gaming and financial exploitation
- Everyday risk management
- Families

Assessment and Reporting
Girls record their learning in their PSHEE books in Years 1 - 6. This will also include simple evaluations and photos of practical activities. Teachers assess the girls'

response to the tasks set in planned activities as well as their response in other lessons and across the school day.

Assessment of PSHEE is carried out in such a way that it does not imply that girls are failing or underachieving as individuals.

- Teachers assess children's work in PSHEE by making assessments as they observe them working or speaking during lessons. They record the progress that children make by assessing the children's work against the learning objectives for their lessons.
- Teachers complete a short evaluation after each lesson.
- Teachers use evidence from lessons to demonstrate progress and identify future learning needs. This is often indicated in the 'evaluation' section on planning.
- Photographs may form part of the assessment evidence in the Early Years and Key Stage One.
- Pupils are given regular opportunities to reflect on their learning and its implications for their lives.
- Pupils are given opportunities to self-assess and when appropriate peer-assess.
- Classroom assistants and other adults in school can play an important part in contributing to assessment by informing class teachers about any significant points of personal and social development in individual pupils.

Comments on girls' social and emotional development is communicated to parents during parent consultation meetings and on written reports. Girls are also given a grade ('working towards', 'meeting', or 'exceeding') for PSHEE/RSHE in written reports.
Girls in the EYFS are given a grade ('emerging' or 'expected') for PSED at the end of the EYFS.

Continuity and Progression
Topics are taught and revisited in different ways across the year groups in a 'spiral curriculum' which builds on previous knowledge and understanding to consolidate, develop and extend understanding. The PSHEE/RSHE Scheme of Work is devised by the PSHEE co-ordinator. Class teachers write a brief evaluation at the end of each lesson or Circle Time. This helps to inform future planning and identify any emerging themes or patterns in specific year groups.

Equal Opportunities
In all stages of planning, attention is given to ensure that resources, materials and teaching are free from gender, cultural and ethnic bias. We are committed to ensuring that the PSHEE programme and available resources are relevant to **all** girls.
Respect for cultural and linguistic diversity is promoted through the use of resources on multi-cultural themes. The diversity of our society is to be celebrated and an ethos of respect and tolerance is made explicit in all PSHEE teaching.

Special Educational Needs and Disabilities
See SEND Policy for Junior School and Early Years Foundation Stage

Resources

- Use of PSHE Association curriculum coverage overview ensures that all key topics and objectives have been covered by the end of Year 6.
- NSPCC website
- PSHE Association resources
- BBC Bitesize
- Espresso – Discovery Education
- CEOP Thinkuknow
- Childnet
- Mentally Healthy Schools
- Sesame Street in Communities
- PSHEE book list
- Teachers can request the PSHEE coordinator to order additional resources, dependent on the unit of work being taught
- Newspapers and newscasts for current events

We work closely with the school nurse on Relationships and Sex Education. We also have visits from other public bodies such as local MPs, authors and educationalists.

In KS2, girls' homework diaries should be used as a means of maintaining a home/school partnership.

School Council

All girls from Year 1 to Year 6, have the opportunity to share their views and opinions on relevant issues to the school council, which forms a vital part in developing the school community. Girls are encouraged to discuss issues which are important for the school as a whole, and to explore how their discussions can make a positive impact on the school community. We work with the girls to help them to develop their listening and empathy skills.

House System

All girls are placed into a House (Bronte, Parks, Pavlova or Curie), which allows them the opportunity to develop friendships and responsibilities with another group of girls outside their classroom. Year 6 have the chance to put themselves forward to be House Captain or Vice Captain of their Houses. Girls are expected to prepare a speech and are voted in for this responsibility. Each term, the House Captains and Vice Captains organise activities, such as the House Quiz in the autumn term and House Bake Off Challenge in the spring term. Participation in House events helps to promote collaboration in mixed age groups as well as developing friendships that go beyond their year group. Girls have the opportunity to gain House points for their House through actions such as good work, polite manners, kind words to others and supporting and looking after the school.

Penguin Passport Programme

All pupils in Years 1–6 have the opportunity to take part in our Penguin Passport Programme. This initiative, designed specifically for South Hampstead pupils, is similar in structure to the *Mini Duke,* but has been tailored to reflect our school's ethos and values. The programme encourages the development of confidence, independence, self-reliance, and a range of practical life skills.

The Penguin Passports form part of a home–school partnership, with some challenges completed at school and others at home. Each passport also reflects our core school values of courage, kindness, creativity, aspiration, and commitment.

Progression through the programme:

- Mini Penguin Passport – for pupils in Key Stage 1
- Blue Penguin Passport – for pupils in Years 3 and 4
- Gold Penguin Passport – for pupils in Years 5 and 6

Each passport builds on the skills and experiences gained in the previous stage. Pupils complete a series of challenges from Section One, providing photographic evidence and a self-reflection outlining what they have learnt, what they found challenging, and what they most enjoyed.

Section One Challenges

Pupils select and complete at least one challenge from each of the following areas:

- Being part of the household team
- Health and safety
- Physical wellbeing and exercise
- Developing and using an independent voice
- Handling money
- Managing separation and personal organisation
- Community, partnerships, and environment

Section Two: Personal Challenge

This section provides an opportunity for pupils to develop leadership skills or try something new. Examples include organising a charity initiative, joining a new club, or taking part in an activity they would not usually choose.

Section Three: Physical Challenge

All pupils in the Junior School take part in a physical challenge each academic year, completed during school time.

Upon completion of their passport, pupils are recognised for their achievement and presented with a certificate and badge during the achievement assembly.

Professional Development

The PSHEE coordinator will consult staff about any professional training needed. Feedback will be shared with the Junior School staff when a member of staff has been on a relevant training course. Other staff training will be given in line with the staff development policy.

The PSHEE coordinator and Deputy Head Pastoral deliver regular INSET for all Junior School staff.

Confidentiality / Handling Sensitive and Controversial Issues

Class teachers and Teaching Assistants deliver PSHEE lessons in a sensitive manner and in confidence. Any questions raised by the girls are answered as honestly and fully as appropriate. If a girl makes reference to anything which raises cause for concern (e.g., inappropriate activity online) then the teacher or teaching assistant will report these incidents to one of the DDSL's in the Junior School, Mrs Paramour, Mrs Lougee or Miss Sanchez (see Safeguarding Policy).

Teachers will:

- Ensure girls establish ground rules about how they will behave towards each other and how the sensitive issue will be dealt with.
- Ensure that girls are clear about the difference between fact, opinion and belief, and that they have access to balanced information and views.
- Consult with the Junior School Head or Deputy Head Pastoral if guidance is needed on how to handle or respond to a sensitive matter.
- Use skill and discretion when responding to girls' questions, particularly on RSHE matters.

Monitoring the Effectiveness of PSHEE (including RSHE outlined below)
The impact and effectiveness of PSHEE is measured through careful monitoring of:

- The general behaviour and attitudes of the girls
- Bullying and other behaviour data
- Safeguarding and welfare data
- Regular, informal feedback from form teachers
- Learning walks and book monitoring
- Pupil participation in co-curricular, focus week activities and charity fundraising events
- Discussions with relevant staff: e.g. Nurse, School Counsellors, Phase Leaders, DSLs

Relationships, Sex and Health Education (RSHE)
Relationships, Sex and Health Education (RSHE) involves learning about the development of healthy relationships (non-romantic and romantic), sex, identity, intimacy and consent. We aim to help pupils to acquire knowledge, to develop values and decision-making skills, and to form positive and responsible beliefs and attitudes.

RSHE is delivered primarily through the PSHEE programme, but aspects will also be addressed through other curriculum lessons, assemblies, Circle Times and other school activities.

Aims of RSHE
Pupils are encouraged to develop **appropriate attitudes and values** by:

- Learning the value of mutual respect, love and consideration for the perspectives of others in relationships
- Understanding the characteristics of positive relationships
- Recognising the value of stable and loving relationships for the nurture of children, understanding that there are different types of families that can provide a loving environment
- Understanding how to build and sustain friendships
- Establishing a personal moral code and promote self confidence and self-esteem.
- Developing an understanding of how to develop into responsible adults and take a moral responsibility for their environment

Pupils are encouraged to develop the **appropriate personal and social skills** by:

- Practising self-respect, empathy and consideration for others
- Learning to manage their emotional and mental wellbeing when relating to others and understanding how this helps to form positive, supportive friendships
- Understanding their sexual feelings and behaviour

- Providing opportunities for pupils to raise concerns and ask questions, and to correct any misunderstanding that children may have gained as a result of receiving inaccurate information
- Managing conflict and learning how to recognise and avoid exploitation and abuse

Pupils are encouraged to develop the **appropriate knowledge and understanding** by:

- Learning about puberty and reproduction
- Acquiring the skills to help them prepare for adolescence
- Learning how to lead a healthy and safe lifestyle
- Knowing relevant laws and understanding an individual's rights, particularly as it relates to consent

Organisation of RSHE

Relationships, Sex and Health Education is delivered through PSHEE lessons. It is taught by class teachers. As part of the National Curriculum for Science, girls are taught the main stages of the human life cycle. Science lessons in Years 5 & 6 are delivered by science teachers from the Senior School alongside class teachers.

Sex Education in Year 6 is taught by Chantelle McLeod (school nurse) alongside class teachers.

Puberty lessons in Years 4 and 5 are taught by Chantelle McLeod (school nurse) alongside class teachers.

Parental Consultation

The school informs parents when aspects of Relationships, Sex and Health Education programme are taught and provides opportunities for parents to view resources being used and discuss the terminology used throughout. If parents wish to seek further clarification, they are encouraged to speak to the Deputy Head Pastoral or the Junior School Head. Parental involvement will take place in the form of a letter home and the opportunity to discuss any concerns.

We work hard to ensure that our RSHE programme is culturally sensitive and appropriate. Under the Children and Social Work Act 2017, parents have the right to withdraw their child from the formal Sex Education programme, but they are not allowed to withdraw their child from Relationship Education or Health Education (including puberty and menstruation). Any parents expressing concerns will be invited into school for discussions with the Deputy Head Pastoral and teacher responsible for delivering the programme, and to view materials and resources. If a parent wishes their child to be withdrawn from sex education lessons, they should write a letter to the Junior School Head, formally requesting permission for this to happen. The Head will likely discuss the concerns of the parent before granting the withdrawal. If the parent still wishes to have their child withdrawn from Sex Education, the School will comply with the wishes of parents up to and until three terms before the child's 16th birthday (which is generally during Year 11). After that time, the pupil's wishes will determine whether or not they attend RSHE lessons. This is in keeping with DfE statutory guidelines. Should a parent wish to remove their child from the sex education programme, that pupil cannot take part in the sex education programme until the request for removal has been cancelled, by parents, in writing or until three terms before the child's 16th birthday, at which point the child's wishes will be acted upon.

Continuity of provision between the Junior and Senior Schools

The PSHEE co-ordinator in the Junior School and the Head of PSHEE in the Senior School meet termly to review the scheme of work to ensure that there is continuity and progression between the two schools, developing a spiral curriculum. In addition to this, the co-ordinators discuss any common issues or trends emerging in certain year groups and adapt the scheme of work so that it addresses the needs of all girls in both the Junior and Senior schools. With new intake of pupils in Years 3 and 7, certain objectives are re-visited to ensure that all pupils have the knowledge and understanding of the topics covered. E.g. NSPCC PANTS lessons are re-visited in Year 3 and Puberty is taught in Years 4 & 5 and revisited in Year 7.

Topic	**Year Groups covered KS2/KS3**
Relationships	
Different types of families and features and characteristics of healthy family life	4, 6, 8
Importance of friendships, what makes a good friendship and that friendships can change over time	3, 4, 5, 7
Consent, boundaries in relation to physical situations	5, 8
Cyber bullying	4,5, 6, 7
Sex Education	6, 7
Health and Wellbeing	
Puberty	4, 5, 6, 7
Healthy Eating	3, 5, 7
Sleep and Exercise	3, 5, 6, 7, 8
Medicine, Alcohol, Drugs – more detail in Year 8 about drugs – increasing knowledge and the ability to make healthy choices in relation to drugs, smoking and vaping	4, 6
Mental Health 7 – what good mental health looks like, ways to stay positive, how mental health can change, what we do when things go wrong (stress bucket) 5 – importance of taking care of mental health, recognising warning signs and how to seek support (trusted adults), strategies to support mental health and importance of help and support	3, 4, 5, 6, 7
Managing risk	3, 4, 5,
First Aid	3, 5,
Growth Mindset/Positive Perspectives	5, 6, 7, 8 , 9
Self esteem and body image	5, 7, 8
Transitions, exams, study habits 6 – transition to Senior School 7 & 8 – time management, revision and study skills	6, 7, 8
Living in the Wider World	
Money	4, 6, 7
Mobile phones, digital awareness, internet safety	3, 5, 6, 7, 8
Diversity and discrimination	5, 6, 7, 8
Jobs and careers	6, 7, 8
Climate change	5
Change, loss and grief	4, 6

AI Literacy	6

Links with other policies

- Policy on Safeguarding and Promoting the Welfare of Children
- Junior School Behaviour Policy
- Junior School Anti-Bullying Policy
- Junior School SEND Policy
- Mental Health Policy
- Online Safety Policy

Review and Evaluation

This policy is monitored and evaluated by the Deputy Head (Pastoral and Operations) and the PSHEE co-ordinator. This policy will be reviewed annually to ensure that the PSHEE/RSHE programme is effectively implemented and updated to meet current needs.

Reviewed: September 2020 (LL)
Reviewed: September 2021 (LL)
Reviewed: January 2022 (LL)
Reviewed: May 2022 (LL)
Reviewed: August 2022 (LL)
Reviewed: September 2023 (JS)
Reviewed: August 2024 (LL)
Reviewed: August 2025 (LL/ZP)
Reviewed: August 2026 (LL)

Scheme of Work 2026-2027

<table>
<tr><td colspan="2">Year 1</td></tr>
<tr><td>Autumn 1
Rules
● To understand why rules are needed for different situations.
Making friends: playing and learning together
● To learn how friendships are made.
● To learn that falling out and making up are normal in friendships, and how to seek help if a friendship is causing unhappiness.
● To learn about kind behaviour and what to do if they witness unkind behaviour.
Consent
● To learn what it means to ask for permission</td><td>Autumn 2
Mental Health & Wellbeing
● To learn about feelings.
● To learn about distraction.
● To learn how to pay attention to pleasant feelings.
● To learn about helpful and unhelpful thoughts.
● To learn about different ways of reacting.</td></tr>
<tr><td>Spring 1
Personal Identity
● To recognise that everyone is unique and has special qualities.
Belonging and Community
● To learn that everyone is equal, regardless of their similarities and differences.
Families
● To learn about what makes a family.
● To learn about different types of families.
NSPCC: Talk PANTS
● To learn the Talk PANTS rules and know that they help keep children safe.</td><td>Spring 2
Keeping safe at home
● To learn about ways to keep safe at home.
Drug education
● To learn about things that go into bodies and onto skin and how they can make people feel.
● To learn about medicines, and the people who help someone to stay healthy.
● To learn about keeping safe around medicines and other household products.</td></tr>
<tr><td>Summer 1
Being healthy
● To learn how to keep safe in the sun.
● To learn about the things that will help us to fall asleep and get a good night’s sleep.
● To learn about food and drink that can help keep people healthy.
● To learn about looking after our teeth.
● To learn about the importance of personal hygiene routines.</td><td>Summer 2
Showing kindness to ourselves and others
● To identify and manage different emotions.
● To understand how to be kind and show kindness.
● To understand how to look after my body and mind.
● To learn how the five ways to wellbeing can help us stay healthy</td></tr>
</table>

Year 2	
Autumn 1 ***Mental health and Wellbeing*** ● To learn about thoughts and feelings and how noticing them can be helpful. ● To learn about different kinds of distraction. ● To learn about different ways of changing thoughts and feelings. ● To learn how to manage unhelpful thoughts. ● To learn about ways of managing reactions and responses. ***Change, loss and grief*** ● To learn about different kinds of change and how change can affect people.	**Autumn 2** ***Keeping safe online*** ● To recognise when something online makes me feel worried, scared or uncomfortable and know that I can tell a trusted adult. ● To understand that I should think carefully before sharing pictures online and know what to do if someone pressures or encourages me to share something. ● To recognise when someone's behaviour online is unsafe or makes me feel uncomfortable and know how to respond and seek help from a trusted adult. ● To understand that there are age-ratings that can help us make choices about what to watch. ● To learn about how to make good viewing choices that are right for a person's age.
Spring 1 ***Me, my body and staying safe*** ● To recognise the special people in our lives and how we care for each other. ● To understand how we change as we grow. ● To name different parts of the body, including genitalia. ***NSPCC: Talk PANTS*** ● To learn the Talk PANTS rules and that they help keep children safe.	**Spring 2** ***Careers and explorers*** ● To learn about how everyone has different strengths and interests. ● To learn about different jobs and work that people do. ***Money and wellbeing*** ● To learn about money and where it comes from ● To learn about spending and saving
Summer 1 ***Keeping safe outside the home*** ● To learn how to keep safe when crossing the road. ● To learn about rail safety. ● To learn about who keeps us safe and how to get help in an emergency. ● To understand how to recognise risks around water and identify ways to keep themselves and others safe. ● To learn how to care for the environment and why this is important.	**Summer 2** ***Growth Mindset*** ● To identify characteristics of growth and fixed mindsets. ● To describe how it feels to fail and suggest ways to support each other and learn new things. ● To discuss and share opinions on what the word 'learning' means and describe the learning journey. ● To identify an aspect of learning to improve or gain extra challenge. ***Embracing change and new challenge***

	● To learn how to manage feelings about moving to a new class.

Year 3	
Autumn 1 *Me, my friends and belonging* ● To learn about the role of rules and laws in keeping people safe. ● To learn about personal identity and how people express their identity. ● To learn about friendship, including why it is important and what makes a good friend. ● To learn how to maintain good friendships and how to solve disagreements and conflicts with peers. ● To learn about belonging to a group or community and the positive impact of belonging. ● To revisit the PANTS rule and build confidence to seek help.	**Autumn 2** *Mental Health and Wellbeing* ● To identify, name and describe a wide range of emotions. ● To learn about noticing thoughts, feelings and emotions and how emotions vary in strength. ● To learn about different kinds of distraction and some ways they can be managed. ● To learn about helpful patterns of thoughts and emotions. ● To learn how to recognise and manage worry. ● To learn how feeling calm can help us to manage our responses.
Spring 1 *Building healthy habits* ● To learn why healthier eating and drinking is important. ● To learn how to manage influences when choosing what to eat or drink. ● To learn how to plan and prepare a healthy meal. ● To understand how to maintain good oral hygiene (including correct brushing and clearing between teeth); why regular visits to the dentist are essential; the impact of lifestyle choices on dental health. ● To learn about the importance of regular physical activity.	**Spring 2** *Making choices online* ● To learn how to create and manage passwords. ● To learn how to protect personal information and devices. ● To understand that there are age ratings that can help us make choices about what to watch. ● To learn how to make good viewing choices that are right for a person's age. To learn what to do if someone watches something that makes them feel upset or worried. ● To understand the difference between gaming and gambling and recognise some of the risks associated with spending money in games.
Summer 1 *Keeping safe out and about* ● To learn about the benefits and risks of sun exposure (including sun damage, heat stroke, and skin cancer); how to keep safe and well in the sun and cool during heatwaves. ● To learn how to take responsibility for personal safety around roads. ● To learn how to recognise and manage risk in relation to railways.	**Summer 2** *Looking out for each other* ● To know what to do if someone has an allergic reaction. ● To know what to do if someone has been stung or bitten and has an allergic reaction. ● To understand what to do in an emergency situation and how to call the emergency services to help.

● To learn how to keep safe near rivers, canals, lakes and reservoirs. ● To learn about the risks of flooding.	● To learn how to recognise and talk about feelings, including worry (recap) ● To learn why healthier eating and drinking is important.

Year 4	
Autumn 1 *Mental health and wellbeing* ● To identify, name and describe a wide range of emotions. To learn how emotions range in intensity and can change over time. ● To learn about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors, doing things for others etc.) ● To learn how to direct attention and manage distractions to support mental health and wellbeing. ● To understand that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad. ● To learn self-regulation strategies and how to use them to manage feelings. To understand that when someone practises self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively. *Change, loss and grief* ● To learn about change, loss and grief, including bereavement; that people feel, express, and manage grief in different ways; strategies that can help with change, loss and grief.	**Autumn 2** *Exploring ways to manage risk* ● To develop strategies for keeping safe in familiar and unfamiliar places with, or without, an adult (e.g. firework safety) ● To learn about hazards that may cause harm or injury in the home, e.g. fire risks; how to keep themselves safe, including around electrical appliances. ● To develop strategies for keeping safe in familiar and unfamiliar places when travelling with, or without, an adult (rail and road). ● To learn how to assess and manage risks relating to gambling, including the impact of this on mental health and wellbeing. *Drug education* ● To learn how medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma. ● To learn the facts, risks and effects of legal drug products common to everyday life (alcohol, caffeine, cigarettes, vapes, nicotine patches, over the counter and prescription medicines.
Spring 1 *Friendship and bullying* ● To learn about the importance of friendships; that positive friendships support wellbeing. ● To understand that friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships. ● To learn about different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved and how to report and seek help for themselves and others.	**Spring 2** ***Money and wellbeing*** ● To know that people have different attitudes towards saving and spending money. ● To recognise what influences people's decisions about saving and spending, including individual priorities, needs and wants. ***News literacy*** ● To discuss news stories and how they can make people feel. ● To use strategies to identify fake and real news stories. ● To question images presented in news stories.

Kindness ● To know what constitutes a positive, healthy friendship; that truthfulness and loyalty are also part of this, but then these might be less appropriate. ● To learn how people choose and make friends; skills for building caring, kind friendships (e.g. mutual support, listening, respecting boundaries, celebrating friends' successes)	
Year 4	
Summer 1 *Me, my body and growing up* ● To understand the emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, periods, body hair) and to learn strategies to prepare for and manage these changes. ● To know the facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to help and get advice for menstrual wellbeing. *(Lesson with school nurse)* ● To learn why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection (hygiene routines, vaccination, immunisation) *Lessons with school nurse* ● To understand how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses.	**Summer 2** ***Families and growing together*** ● To learn about family relationships. To know that families should provide love, care, protection, and safety for children as they grow up. ● To learn about different family structures. To know how and why families differ (e.g. with or without children, single parents, LGBT+ parents, blended families, adoption and fostering), and that all families should be respected. ● To learn about change in families. To know that families can go through changes (e.g. new siblings, moving home) and experience difficult times, and can support each other through these. ● To learn about committed relationships, including marriage and civil partnerships. To understand that there are different types of relationships (e.g. friendships, family and romantic relationships); about committed, stable relationships, including marriage and civil partnerships. ● To know what to do and who to talk to if someone is worried about their family or feels unsafe.

Year 5	
Autumn 1 *Friendship and bullying* ● To learn about the benefits of including others. To know that healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded. ● To learn about positive friendships and communicating respectfully. To understand that healthy friendships are not controlling or possessive; that everyone can have more than one friend, and that having different friends can bring different positive experiences. ● To learn about the impact of bullying and how to seek support. *Belonging and community* ● To learn how stereotypes can influence behaviours and attitudes towards different groups of people. To learn different strategies for challenging stereotypes. ● To learn how attitudes and opinions can sometimes be influenced by being exposed to prejudices or extremist views. To learn how to resist and challenge these view points.	**Autumn 2** *Mental health and wellbeing* ● To learn about managing thoughts and emotions in everyday situations. ● To learn about helpful and unhelpful distractions and strategies to manage them. ● To learn about brain plasticity and how changing thinking habits can support wellbeing. ● To learn how changing the way someone thinks about an event can support wellbeing. ● To learn how managing reactivity can support wellbeing. ● To learn about parts of the body that are private; that other people's bodies belong to them and should be respected; how to express boundaries about these body parts (PANTS)
Spring 1 *Positively engaging with our world* ● To consider the impact of news stories on feelings and emotions. ● To identify fake news and its consequences. ● To understand that online news is targeted to the reader. ● To learn how connecting to nature, and using other strategies, can help our wellbeing. ● To learn about actions that people can take to look after the environment.	**Spring 2** ***Respecting boundaries*** ● To learn about seeking and giving/not giving permission (consent) in different situations with friends, peers and adults. ● To learn what is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries.

● To learn about the importance of community and working together to look after nature and our local environment.	● To learn how to identify acceptable/appropriate physical contact and how to tell if physical contact is inappropriate; how to respond to inappropriate or unwanted physical contact, including who to tell. ● To learn about the emotional and physical changes that occur during puberty in both males and females; strategies to prepare for and manage these changes. ● To learn the facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual wellbeing. *(lessons with nurse)*
Year 5	
Summer 1 *Safe connections online* ● To identify signs of manipulative, pressurising or threatening behaviour online and to respond safely if they think someone is trying to manipulate, pressure or threaten them. ● To understand their rights online and respect for those of others. ● To take measures to control their privacy and digital footprint and to get help from an appropriate source if they need it. *Respectful relationships* ● To understand that the same principles about how to treat others apply in all contexts, including online. ● To explore healthy relationships and understand the influence of personal values, the benefits and risks of socialising online and the importance of privacy protection. *Making the right cyber choices* ● To learn how to make safe cyber choices when using computers and devices.	**Summer 2** *Embedding healthy habits and learning first aid* ● To know what to do if someone has an asthma attack. ● To be able to identify minor and major head injuries and know what to do if someone has a head injury. ● To understand how physical activity can benefit our physical and mental health and identify ways to overcome barriers that might stop us being active. ● To understand the importance of positive, respectful relationships and explore how teamwork, inclusion and supporting others can help everyone to participate. ● To understand how setting realistic goals, showing perseverance and recognising progress can support our physical and mental wellbeing. ● To learn how to stay safe in the sun and why sun protection is important.

Year 6	
Autumn 1 *Mental Health and wellbeing* ● To learn how noticing and naming emotions can help someone to regulate them. ● To learn a variety of strategies for managing internal and external distractions. ● To learn about developing positive thinking habits and how this supports wellbeing. ● To learn about the impact of rumination and worry on emotions and behaviour, and strategies for managing rumination and worry. ● To learn about managing stress. ● To learn about the impact of loss and bereavement and strategies for dealing with grief.	**Autumn 2** *Managing money and online spending* ● To learn about the impact of money on emotional wellbeing. ● To learn what it means to be a critical consumer. ● To learn about risk in relation to gambling. ● To learn about what influences young people to spend money online. ● To learn how spending money online can affect someone's wellbeing.
Spring 1 *Changes in puberty and sex education* ● To revisit the emotional and physical changes that occur during puberty in both males and females. ● To learn how to manage change and become more independent. ● To learn how to develop healthy relationships. To know that people can develop crushes and be attracted to others romantically; that people may be attracted to someone of the same sex or different sex to them. ● To know the external genitalia and internal reproductive organs in males and females. To learn about the processes of reproduction and birth as part	**Spring 2** *Drug education: assessing risk and managing influences* ● To learn how the correct use of medicines, and vaccinations, can help to maintain health and wellbeing. ● To learn about some of the risks and effects of legal and illegal drug use. ● To learn about the reasons why people use drugs and how to manage peer influence. ● To learn how mixed messages about drug use in the media can influence opinions and decisions. ***Growth Mindset***

of the human lifecycle; how babies are conceived and born; how babies need to be cared for. *(lessons with school nurse)* ● To learn about the importance of sleep routines that support good quality sleep.	● To understand how a growth mindset can help us learn from mistakes, overcome setbacks and develop our abilities. ● To recognise the importance of perseverance and resilience when facing challenges, and identify strategies that can help us keep going. *(You Are Awesome - Matthew Syed)*
Year 6	
Summer 1 *Developing our AI literacy* ● To understand reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gambling and gambling sites help protect personal safety and promote wellbeing. ● To know the minimum age requirement for social media; how this protects children from inappropriate content or unsafe contact with other social media users. ● To learn about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing. ● To learn about why and how AI generated images and videos are used online. ● To learn about the ethics of creating and sharing AI-generated images and videos. ● To learn about what images are appropriate to share online, and those that should not be shared.	**Summer 2** *Looking to the future* ● To learn about the feelings pupils might experience when moving to secondary school, and ways of managing these feelings. ● To identify and build skills that might help them in their future careers, e.g. teamwork, communication, negotiation, critical thinking and digital literacy. ● To know that there is a broad range of different jobs that people can have; that people often have more than one job during their career. To recognise that a person's career aspirations should not be limited by stereotypes about particular jobs or career pathways. ● To understand how different factors (e.g. personal interests, values and aspirations, family connections to certain trades or businesses, strengths and qualities, stereotypical assumptions) might influence people's decisions about a job or career. To understand that people doing different jobs are paid different salaries and money is one factor that may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid. ● To know that there are different routes into careers (e.g. college, apprenticeship, university) To learn about the kind of job they might like to do when they are older, whilst recognising that they may do a job that does not yet exist, due to societal, environmental and technological changes.