

# **PSHCE Policy**

Policy produced by Go Shine CE Federation

Adopted by Governors -Academic year 2025/26 01.09.21

Review date- As changes are made

## **Intent of our curriculum**

### Curriculum design

We have designed a PSHCE curriculum that prepares our pupils to live in modern Britain, promoting tolerance and respectful understanding **whilst also teaching the distinctive faith perspective on relationships, health and citizenship.**

In this policy we set out our intentions about PSHCE (Personal, Social, Health and Citizenship Education). We set out our rationale for, and approach to Personal, Social, Health and Citizenship Education in the school.

The purpose of the policy is to set out:

- Our overall aims for delivering PSHCE
- Our definitions for Relationships Education and Health Education
- Guidance for staff and outside visitors about approaches, organisation and content for our PSHCE curriculum
- Information for parents and carers about what is taught and when in PSHCE,
- Guidance for monitoring and evaluating PSHCE, including arrangements for policy review

This policy links to our Safeguarding and Child Protection policy, Behaviour policy, Anti-bullying policy, Food technology policy, Drug education guidance, Relationships, Health and Sex Education policy, Equality policy and Online Safety policy.

We have taken account of the

- Statutory guidance on Relationships Education, RSE and Health Education (DfE Feb 2019)
- Equality Act 2010 and the Public Sector Equality Duty
- Ofsted Inspection framework with particular reference to safeguarding and the judgement on personal development, behaviour and welfare (Ofsted September 2016)
- Providing fundamental British values as part of SMSC in schools, (DfE November 2014)
- Keeping Children Safe in Education (Updated January 2021)

### **Compliance with statutory requirements**

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. Our policy complies with the following statutory requirements and recommendations, in delivering our PSHCE curriculum:

**Relationships Education** is compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools.

**Health Education** is compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHCE is already statutory in these schools.

In addition to statutory requirements, the DfE continues to recommend that all primary schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils. This is outlined in more detailed in our Relationships, Health and Sex Education policy.

## **Definition of PSHCE**

PSHCE is a **planned** part of the curriculum that is also reflected in whole school activities and experiences. It brings together the statutory elements of Health Education and Relationships Education, and the non-statutory aspects which include Sex Education not covered by statutory Science, and citizenship.

### **Relationships Education:**

“Relationships Education is learning about the physical, social, emotional and legal aspects of human relationships. These include friendships, family life and relationships with other children and adults. Relationships Education supports our children to be happy, healthy and safe in their connections and interactions with others, now and in the future.”

### **Health Education:**

“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.”

**Citizenship** education provides 'knowledge, skills and understanding' to 'play a full and active part in society' (National Curriculum 2014).

The citizenship curriculum helps children

- explore and develop attitudes and values to become informed, active and responsible citizens. develop political literacy and explore social and moral issues,
- distinguish right from wrong and to make a positive contribution to their local, national and global communities.

It covers rights and respect for rights, democracy, pupil participation in school life, the rule of law, respecting difference and local and global communities and how to prevent prejudice and discrimination.

Citizenship is a natural place for many of the current requirements around SMSC, British Values, Safeguarding and the Prevent Duty.

We believe that our work on PSHCE contributes to our school being a healthy school by enabling children to:

- Make choices to live healthy lives
- Stay safe
- Develop self-esteem and confidence
- Make a positive contribution
- Respect one another
- Make and maintain positive relationships

Our PSHE and Citizenship curriculum enables us to fulfil our statutory duties to:

- provide a broad and balanced curriculum
- promote the spiritual, moral, cultural, mental and physical development of pupils at the school, and of society
- promote the values of democracy, the rule of law, individual liberty and mutual respect and tolerance described by the DfE as fundamental British Values
- prepare pupils at the school for the opportunities, responsibilities and experiences of later life
- promote pupil wellbeing and community cohesion
- safeguard pupils
- meet the Public Sector Equality Duty to eliminate discrimination, advance equality of the DfE guidance September 2013 on PSHE Education states that “it is an important and necessary part of all pupils’ education. All schools should teach PSHE Education, drawing on good practice”. It is expected that all schools make provision for PSHE Education.”

As an inclusive school we value difference and diversity within our school community and the wider world. As such PCSHE is delivered within the context of our school aims, Christian 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.
- Different faiths, beliefs, cultures and sexual orientation should be tolerated and not be the cause for prejudicial or discriminatory behaviour.
- Respect for ourselves and others helps develop understanding of the need for non-exploitation within relationships.
- We all have rights, duties and responsibilities, we need to know what these are and have the ability to exercise them.
- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds
- Families can include single parent families, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
- Some children may have a different structure of support around them (for example: looked after children or young carers).
- All PSCSE will be in accordance with the Church’s moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

### **Aims of PSHCE curriculum**

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 PSHCE curriculum is essential for us in helping our children to stay healthy and safe, while preparing them to make the most out of school, work and life. Through quality delivery, our PSHCE programme aims to develop:

- confident individuals who know and understand how to live safe, happy, healthy, fulfilling lives;

- young people who are able to maintain positive, respectful and healthy relationships, within which they can thrive personally and socially;
- responsible citizens who understand they have rights and responsibilities that help them make a positive contribution to society; and
- successful learners who enjoy overall learning, making progress and achieving success

These aims will be achieved by providing pupils with the knowledge, skills, attitudes and attributes to be able to:

- develop confidence to talk, listen and think about feelings and relationships
- address concerns and correct misunderstandings and be able to protect themselves and ask for help
- develop skills to make and maintain positive relationships
- develop positive attitudes and values and respect differences in opinions
- develop a positive self-image and high self esteem
- gain accurate knowledge and understanding about sexuality and relationships
- develop personal responsibility for one's actions
- know where to get confidential advice and support

#### *Early Year and Foundation Stage (EYFS)*

PSHCE in Key Stage 1 builds on children's prior experiences in the EYFS. PSHCE links most directly to these 3 areas of learning and development within the Foundation Stage:

*Personal, Social and Emotional Development:* Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development.

*Physical development:* Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives.

*Understanding the world:* involves guiding children to make sense of their physical world and their community.

#### **Implementation of our curriculum**

The implementation of our curriculum is greatly supported by **carefully structured unit plans, leading pupils through component knowledge and skills to composite knowledge and skills** in all subjects.

Our pedagogical approach is based on **Rosenshine's Principles of Direct Instruction**. The brilliant clarity and simplicity of this approach supports teachers to engage with cognitive science and the wider world of educational research.

The Principles of Direct Instruction

1. Daily Review
2. Present new material using small steps
3. Ask questions
4. Provide models
5. Guide student practice
6. Check for student understanding
7. Obtain a high success rate

8. Provide scaffolds for difficult tasks
9. Independent practice
10. Weekly and monthly review

PSHCE is taught through a planned programme as timetabled lessons in all year groups. There is a clear mapping document, which demonstrates where we are teaching the subject. It is taught through a range of planned opportunities across the curriculum, through RE and the Catholic life of the school and in a weekly lesson for half a term every year.

We promote our aims for PSHCE and Citizenship through displays in class throughout the school eg showing positive messages about equality and diversity and showing what children are learning in PSHCE and Citizenship.

PSHCE is also covered by other subjects

- **Science and PE**-healthy lifestyles
- **Drama and literacy**- using stories to consider issues related to relationships and health, as well as discussions about topical issues
- **RE** - Our PSHCE curriculum is centred on **Christ's vision of being human as good news** and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated. Our RE curriculum includes many aspects related to relationships, families and different faiths and beliefs.
- **Maths**-financial capability
- **Geography**-citizenship work about different communities and looking after the environment
- **Computing**-online safety and using databases to collate information about different opinions
- **Food Technology** – diet for a healthy lifestyle

All class teachers teach PSHCE and, where relevant, outside visitors support and enhance the curriculum, such as parents/carers, school nurses, police, fire service, health professionals and theatre in education. All visitors are expected to work within the framework of this policy. We have a programme of planned visitors e.g. the London Fire Brigade, the school nurse and Road Safety workshops. These are mapped out on our curriculum map. We have particularly designed our curriculum with our pupils' needs at the core. For this reason, we have also planned workshops for anti-gang work, anti-radicalisation, modern day slavery and internet safety. Teachers have the same high expectations of pupils learning in PSHCE as they would in any other subject and in addition we ensure that:

- When starting a new topic, we review children's prior knowledge to help plan the teaching.
- Pupils have opportunities to express their views and listen to others and respect different beliefs and views, to research and evaluate information and make informed decisions.
- Through PSHCE, teachers promote the values of the school and will challenge opinions or behaviours that are prejudicial or discriminatory or are contrary to fundamental British values
- We set ground rules to ensure that pupils discuss topics with respect and listen to the views of others, as well as ensuring that pupils and staff do not disclose personal information

- We use a wide range of active teaching methods so that pupils are fully engaged in learning, which include providing challenging tasks appropriate to pupils' needs, questioning, and opportunities to reflect on their learning, setting independent learning tasks, encouraging collaborative working and facilitating discussions. We use activities such as debating, drama, role-play, quizzes, web-based activities and stories
- We use a variety of high quality imaginative resources in our programme. Staff view resources before they are used to ensure that their content is appropriate, relevant and up-to-date, they reflect the diversity of the school and local community, promote positive images and avoid stereotypes eg disabled, non-stereotypical gender roles, different families including same sex parents, ethnic, religious and cultural background
- Through appropriate planning, involvement of support staff, resourcing and grouping and we meet the needs of all pupils, including those with special educational needs

### **Inclusion and Differentiated Learning**

We will ensure PSHCE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. In looking at these questions, it is important to draw links to the school's inclusion policy.

### **Safeguarding and child protection**

Teachers cannot promise pupils complete confidentiality. Teachers are clear to pupils what can and cannot be kept confidential. If a pupil was to talk to staff about a personal situation, and staff were concerned that they were at risk they will follow the school's safeguarding and child protection procedures.

### **Statutory content of PSHCE curriculum:**

Appendices to this policy provide further information about our coverage of the statutory content, progression within each theme across the year groups and a comprehensive curriculum map to demonstrate when themes are being taught in each year group.

#### **Relationships Education (KS 1 & 2: age 5-11 years)**

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

#### **Science Curriculum (contributes to Sex Education within RSE) Key Stage 1 (age 5-7 years)**

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

### **Key Stage 2 (age 7-11 years)**

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- 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 lifestyle on the way their bodies function

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

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

### **Non-Statutory Content:**

- Living in the Wider World (KS1&2: age 5-11 years)
- Economic Wellbeing
- Being a Responsible Citizen
- Careers

### **Balanced Curriculum**

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an PSHCE programme that offers a range of viewpoints on issues.

Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to PSHCE. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

### **Staff training**

Staff receive termly support and training through a programme of Professional Development Meetings and 1-1 coaching opportunities, keeping their knowledge, skills and understanding up to date and relevant for delivering the curriculum. New staff are provided with thorough induction documentation and support.

## **Parent involvement**

Our school sees the personal and social development of pupils as something that is achieved in partnership with parents and carers. Through parents 'coffee mornings', (sometimes virtual), the school newsletter and the school website parents are encouraged to support their children's learning in PSHCE.

We also offer resources and information for parents and carers to support their children in aspects of PSHCE, for example e-safety, drug education, healthy eating. We organise meetings for parents on SRE and workshops on e-safety.

## **Pupil Voice**

We identify wider needs through surveys, for example,

- School Council
- Annual Pupil Questionnaires
- Pupil Voice in our termly Professional Development Days
- Mental Health questionnaire

## **The role of the subject leader**

Subject leaders

- provide continuous professional development for staff
- monitor the quality of provision in the PSHCE curriculum and report to senior leaders
- monitor pupil outcomes in PSHCE and report to senior leaders

## **Impact of our curriculum**

### **Assessment**

From Y1- Y6 children are assessed individually against the statutory outcomes for each year group. They are graded Below Expected Standard, Working towards Expected Standard, Expected Standard or Greater Depth within Expected Standard.

### **Monitoring and evaluation**

The quality of provision in PSHCE is monitored and evaluated according to the annual school monitoring and evaluation plan. This includes subject reviews in Project groups. The subject review includes self-evaluation and improvement planning to provide an accurate perspective on how PSHCE is being delivered and can be further improved.

Appendix 1

Statutory requirements for teaching Relationships Education and Health Education in Primary Schools from September 2020

**Statutory content for Relationships Education**

<b>Topic</b>	<b>By the end of primary school, pupils should know</b>	
Families and people who care for me	<ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability</li> </ul>	Year 1 Summer - KS1, Module 2, Unit 2, Session 1 Special People (TT)
	<ul style="list-style-type: none"> <li>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> </ul>	Year 3 Summer - LKS2, Module 2, Unit 2, Session 1 Friends, family and others (TT)
	<ul style="list-style-type: none"> <li>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them.</li> </ul>	Year 2 Autumn - To know about different types of families. Year 3 Spring - To explore family differences and challenge stereotyping about families..
	<ul style="list-style-type: none"> <li>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> </ul>	<a href="#">Autumn term PSHCE-themed assemblies – Different families, same love</a> <a href="#">British values</a>
	<ul style="list-style-type: none"> <li>that marriage* (including both opposite sex and same sex couples) represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> </ul>	<a href="#">Autumn term PSHCE-themed assemblies – Different families, same love</a> <a href="#">British values</a>
	<ul style="list-style-type: none"> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>	Year 5 Autumn - To explore migration.

Caring friendships	<ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> </ul>	<p>Year 1 Spring - To identify the qualities of a good friend</p> <p>Year 3 Spring - To identify the qualities of a good friend</p> <p>Year 5 Spring - To develop a sense of belonging.</p>
	<ul style="list-style-type: none"> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> </ul>	<p>Year 1 Spring - To explain the importance of compliments; To recognise achievements; To identify the qualities of a good friend.</p>
	<ul style="list-style-type: none"> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul>	<p>Year 3 Summer - LKS2, Module 1, Unit 3, Session 3 I am thankful (TT)</p>
	<ul style="list-style-type: none"> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> </ul>	<p>Year 3 Autumn - To explore ways of resolving conflict.</p>
	<ul style="list-style-type: none"> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>	<p>Year 2 Autumn - To understand conflict and explain what to do when conflict arises.</p>
Respectful relationships	<ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> </ul>	<p>Year 2 Spring - To explore how life is different around the world.</p> <p>Year 3 Spring - To learn and explore what identity is and what makes everyone unique and special.</p> <p>Year 6 Autumn - To learn what is meant by privilege.</p>
	<ul style="list-style-type: none"> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships</li> </ul>	<p>Year 2 Spring - To recognise how it feels to be proud of someone else.</p> <p>Year 5 Autumn - To explore the concept of fairness and how people decide what is fair and unfair.</p>

		Year 5 Spring - To know how to deal with feelings in relationships.
	<ul style="list-style-type: none"> <li>the conventions of courtesy and manners.</li> </ul>	Year 2 Summer - KS1, Module 2, Unit 2, Session 2 Treat others well... (TT) Year 2 Summer - KS1, Module 2, Unit 2, Session 3 ...and say sorry (TT)
	<ul style="list-style-type: none"> <li>the importance of self-respect and how this links to their own happiness.</li> </ul>	Year 1 Spring - To recognise positive qualities in themselves. Year 5 Summer - UKS2, Module 1, Unit 3, Session 1 Body image (TT)
	<ul style="list-style-type: none"> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> </ul>	Year 3 Summer - LKS2, Module 1, Unit 2, Session 1 We don't have to be the same (TT) Year 4 Autumn - To learn about prejudice and how discrimination can affect people.
	<ul style="list-style-type: none"> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> </ul>	Year 1 Spring - To be able to identify different behaviours which might be bullying. Year 2 Autumn - To identify what bullying is and how it makes people feel.
	<ul style="list-style-type: none"> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>	Year 2 Spring - To explore gender stereotypes in careers. Year 2 Summer - KS1, Module 1, Unit 2, Session 2 Girls and Boys (TT) Year 4 Spring - To understand how stereotypes can label people. Year 5 Autumn - To understand gender stereotypes. Year 6 Autumn - To learn to identify and critically evaluate current hair beauty stereotypes.
	<ul style="list-style-type: none"> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>	Year 4 Spring - To understand rights in a friendship; To understand responsibilities in a friendship.

Online relationships	<ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not.</li> </ul>	Year 4 Spring - To understand how images are manipulated online.
	<ul style="list-style-type: none"> <li>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> </ul>	Year 4 Spring - To identify and resist pressurising and manipulative behaviour.
	<ul style="list-style-type: none"> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> </ul>	Year 5 Summer - UKS2, Module 1, Unit 3, Session 4 Seeing stuff online (TT)
	<ul style="list-style-type: none"> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> </ul>	Year 6 Spring - To begin to identify risks and risky behaviour.
	<ul style="list-style-type: none"> <li>how information and data is shared and used online</li> </ul>	Year 4 Spring - To understand how images are manipulated online.
Being safe	<ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> </ul>	Year 5 Summer - UKS2, Module 2, Unit 2, Session 1 Under pressure (TT)
	<ul style="list-style-type: none"> <li>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> </ul>	Year 2 Summer - KS1, Module 2, Unit 3, Session 2 Good secrets and bad secrets (TT)
	<ul style="list-style-type: none"> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul>	Year 2 Summer - KS1, Module 2, Unit 3, Session 3 Physical Contact (TT) Year 6 Summer -
	<ul style="list-style-type: none"> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> </ul>	Year 6 Spring - To identify different tactics someone might use to manipulate another person online.

	<ul style="list-style-type: none"> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> </ul>	Year 4 Summer - LKS2, Module 2, Unit 2, Session 2 When things feel bad (TT) Year 6 Spring - To begin to identify risks and risky behaviour.
	<ul style="list-style-type: none"> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> </ul>	Year 6 Spring - To explain what to do if someone tries to pressure or manipulate them.
	<ul style="list-style-type: none"> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> </ul>	Year 6 Spring - To explain what to do if someone tries to pressure or manipulate them.
	<ul style="list-style-type: none"> <li>• where to get advice e.g. family, school and/or other sources</li> </ul>	Year 6 Spring - To explain what to do if someone tries to pressure or manipulate them.

## Statutory content for Health Education (physical health and wellbeing)

Topic	By the end of primary school, pupils should know	
Mental wellbeing	<ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health</li> </ul>	Year 3 Summer - LKS2, Module 1, Unit 3, Session 1 What am I feeling? (TT) Year 6 Spring - To learn about mental health; what it means and how we can take care of it.
	<ul style="list-style-type: none"> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> </ul>	Year 1 Summer - KS1, Module 1, Unit 3, Session 1 Feelings, likes and dislikes (TT) Year 6 Spring - To learn about how feelings and emotions are affected and can be managed at changing, challenging or difficult times.
	<ul style="list-style-type: none"> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> </ul>	Year 1 Summer - KS1, Module 1, Unit 3, Session 3 Super Susie gets angry (TT) Year 2 Spring - To recognise and describe different feelings in themselves and others
	<ul style="list-style-type: none"> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> </ul>	Year 2 Spring - To learn that feelings change and that not everyone experiences the same feeling in the same situation. Year 2 Spring - Learn about 'big' feelings and how to manage them. Year 5 Spring - To know the difference between big and small feelings.
	<ul style="list-style-type: none"> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</li> </ul>	Year 3 Autumn – To learn about how feelings and emotions change and what helps people to feel good.
	<ul style="list-style-type: none"> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> </ul>	Year 1 Autumn - To learn the importance of sleep as part of a healthy lifestyle and the impact device use can Year 3 Autumn - To learn about how feelings and emotions change and what helps people to feel good.

	<ul style="list-style-type: none"> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> </ul>	Year 5 Autumn – To explore how and why people are excluded.
	<ul style="list-style-type: none"> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> </ul>	Year 3 Autumn - To develop an awareness and definition of bullying and unkindness.
	<ul style="list-style-type: none"> <li>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online)</li> </ul>	Year 3 Autumn - Learn about getting help, advice and support with feelings and emotions.
	<ul style="list-style-type: none"> <li>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</li> </ul>	Year 5 Autumn - To learn how to talk about mental health and wellbeing, who can help us and how to ask for help.
Internet safety and harms	<ul style="list-style-type: none"> <li>that for most people the internet is an integral part of life and has many benefits</li> </ul>	Year 1 – Year 6 Keeping Safe Studies <a href="#">Computing curriculum</a>
	<ul style="list-style-type: none"> <li>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing</li> </ul>	
	<ul style="list-style-type: none"> <li>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</li> </ul>	
	<ul style="list-style-type: none"> <li>why social media, some computer games and online gaming, for example, are age restricted</li> </ul>	
	<ul style="list-style-type: none"> <li>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</li> </ul>	

	<ul style="list-style-type: none"> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> </ul>	
	<ul style="list-style-type: none"> <li>• where and how to report concerns and get support with issues online</li> </ul>	
Physical health and fitness	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle</li> </ul>	Year 3 Summer - LKS2, Module 1, Unit 3, Session 2 What am I looking at? (TT) Year 5 Summer - UKS2, Module 1, Unit 3, Session 1 Body image (TT) Year 6 Autumn - To recap how to keep ourselves healthy.
	<ul style="list-style-type: none"> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</li> </ul>	<a href="#">Science curriculum</a> <a href="#">PE curriculum</a> Year 6 Autumn - To explain some of the health benefits of being active.
	<ul style="list-style-type: none"> <li>• the risks associated with an inactive lifestyle (including obesity)</li> </ul>	<a href="#">Science curriculum</a> <a href="#">PE curriculum</a>
	<ul style="list-style-type: none"> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul>	<a href="#">Science curriculum</a> <a href="#">PE curriculum</a>
Healthy Eating	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content)</li> </ul>	Year 2 Autumn - To understand the benefits of eating at least 5 portions of fruit and vegetables Year 4 Autumn - To understand that food gives us energy. Year 5 Spring - To explain the functions of nutrients and fibre. Year 5 Spring - To explain the reasons it is important to keep hydrated. <a href="#">Science curriculum</a> <a href="#">Food technology curriculum</a>
	<ul style="list-style-type: none"> <li>• the principles of planning and preparing a range of healthy meals</li> </ul>	Year 3 Autumn - To understand what food groups make up meals.

		<p>Year 5 Spring - To identify and interpret information on food labels.</p> <p><a href="#">Science curriculum</a></p> <p><a href="#">Food technology curriculum</a></p>
	<ul style="list-style-type: none"> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> </ul>	<p>Year 1 Autumn - To understand how to keep teeth healthy</p> <p>Year 3 Autumn - To explain how food choices can contribute to tooth decay.</p> <p><a href="#">Science curriculum</a></p> <p><a href="#">Food technology curriculum</a></p>
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>	<p>Year 1 Autumn - To learn about what can go into our bodies and how it can make people feel</p> <p>Year 2 Autumn - To learn why medicines are taken; To learn where medicines come from</p> <p>Year 3 Spring - To learn the definition of a drug and that drugs (including medicines) can be harmful to people; To learn about the effects and risks of smoking tobacco and second-hand smoke.</p> <p>Year 4 Autumn - To learn about the effects and risks of drinking alcohol.</p> <p>Year 6 Autumn - To learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs.</p>
Health and prevention	<ul style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li> </ul>	Year 5 Autumn - To understand that most common infections get better on their own through time, bed rest, liquid intake and healthy living.
	<ul style="list-style-type: none"> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> </ul>	Summer term – Sun-safe assembly
	<ul style="list-style-type: none"> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> </ul>	Year 1 Autumn - To learn the importance of sleep as part of a healthy lifestyle and the impact device use can have on sleep

		Year 6 Spring - To learn the importance of good sleep.
	<ul style="list-style-type: none"> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> </ul>	Year 1 Autumn - To understand the importance of food
	<ul style="list-style-type: none"> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> </ul>	<p>Year 1 Autumn - To understand some basic hygiene principles</p> <p>Year 1 Summer - KS1, Module 1, Unit 2, Session 3 &amp; 4 Clean and Healthy (Slides 9-12 only) (TT)</p> <p>Year 4 Autumn - To understand that infection can be spread through unclean hands and that handwashing can prevent the spread of infection; To learn that infection can spread through sneezing and coughing and how to prevent this spread.</p> <p>Year 4 Spring - To understand the importance of personal hygiene.</p>
	<ul style="list-style-type: none"> <li>the facts and science relating to allergies, immunisation and vaccination</li> </ul>	<p>Year 1 Autumn - To learn about how germs are spread, how we can prevent them spreading and people who help us stay healthy and well</p> <p>Year 3 Spring - To learn the definition of a vaccination, how the immune system functions and how they work to keep us healthy.</p> <p>Year 4 Autumn - To learn that medicines can be used to manage and treat medical conditions such as asthma.</p> <p>Year 6 Autumn - To learn about the different sources of health information and how we make informed decisions.</p>
Basic first aid	<ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary</li> </ul>	Year 1 – Year 6 Keeping Safe Studies
	<ul style="list-style-type: none"> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries</li> </ul>	Year 1 – Year 6 Keeping Safe Studies

Changing adolescent body	<ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> </ul>	Year 4 Summer - LKS2, Module 1, Unit 2, Session 3 What is puberty? (TT) Year 4 Summer - LKS2, Module 1, Unit 2, Session 4 Changing bodies (TT) Year 5 Summer - UKS2, Module 1, Unit 3, Session 3 Emotional changes (TT) Year 6 Summer - UKS2, Module 1, Unit 2, Session 2 Girls' bodies (TT); UKS2, Module 1, Unit 2, Session 3 Boys' bodies (TT); UKS2, Module 1, Unit 4, Session 1 Making babies (part 1) (TT); UKS2, Module 1, Unit 4, Session 2 Making babies (part 2) (TT)
	<ul style="list-style-type: none"> <li>about menstrual wellbeing including the key facts about the menstrual cycle</li> </ul>	Year 5 Summer - UKS2, Module 1, Unit 4, Session 3 Menstruation (TT)

## Appendix 2

### Progression through the PSHCE curriculum in our school

	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Y7 (KS3)
<b>Relationships Education</b>								
<b>Families and people who care for me</b>	Family tree topic Home role play area People who help us in our community	KS1, Module 2, Unit 2, Session 1 Special People (TT)	To know about different types of families.	To explore family differences and challenge stereotyping about families. LKS2, Module 2, Unit 2, Session 1 Friends, family and others (TT)		To explore migration.		Different types of committed, stable relationships. How these relationships might contribute to human happiness. The roles and responsibilities of parents with respect to raising children.
<b>Caring friendships</b>	Activities to develop relationships/ making friends/ dealing with conflict/ sharing.	To identify the qualities of a good friend To explain the importance of compliments To recognise achievements To identify the qualities of a good friend	To understand conflict and explain what to do when conflict arises.	To identify the qualities of a good friend To explore ways of resolving conflict. LKS2, Module 1, Unit 3, Session 3 I am thankful (TT)		To develop a sense of belonging.	To explain what to do if someone tries to pressure or manipulate them.	The characteristics of positive and healthy friendships in all contexts.
<b>Respectful relationships</b>	Golden Rules and learning the rules in the school and classroom.	To recognise positive qualities in themselves. To be able to identify different behaviours which might be bullying.	To identify what bullying is and how it makes people feel. To explore gender stereotypes in careers. To explore how life is different around the world. To recognise how it feels to be proud of someone else. KS1, Module 2, Unit 2, Session 2	To learn and explore what identity is and what makes everyone unique and special.	To learn about prejudice and how discrimination can affect people. To understand how stereotypes can label people. To understand rights in a friendship. To understand responsibilities in a friendship.	To understand gender stereotypes. To explore the concept of fairness and how people decide what is fair and unfair. To know how to deal with feelings in relationships. UKS2, Module 1, Unit 3, Session 1 Body image (TT)	To learn what is meant by privilege. To learn to identify and critically evaluate current hair beauty stereotypes.	Practical steps to improve or support respectful relationships. Some types of behaviour within relationships are criminal, including violent behaviour and coercive control.

			Treat others well... (TT) KS1, Module 2, Unit 2, Session 3 ...and say sorry (TT) KS1, Module 1, Unit 2, Session 2 Girls and Boys (TT)					
<b>Online relationships</b>	Children use technology to explore, enhance solve problems and produce intended creative outcomes across all areas of the EYFS Curriculum.	Keeping Safe Studies	Keeping Safe Studies KS1, Module 2, Unit 3, Session 2 Good secrets and bad secrets (TT) KS1, Module 2, Unit 3, Session 3 Physical Contact (TT)	Keeping Safe Studies	Keeping Safe Studies To understand how images are manipulated online. To identify and resist pressurising and manipulative behaviour.	Keeping Safe Studies UKS2, Module 1, Unit 3, Session 4 Seeing stuff online (TT)	Keeping Safe Studies To identify different tactics someone might use to manipulate another person online. To explain what to do if someone tries to pressure or manipulate them.	Rights, responsibilities and opportunities online. Not to provide material to others that they would not want shared further and not to share personal material sent to them. The impact of viewing harmful content
<b>Being safe</b>	Children familiarise themselves with the name of road, town the school is located aerial view & maps	Keeping Safe Studies	Keeping Safe Studies KS1, Module 2, Unit 3, Session 2 Good secrets and bad secrets (TT) KS1, Module 2, Unit 3, Session 3 Physical Contact (TT)	Keeping Safe Studies	Keeping Safe Studies LKS2, Module 2, Unit 2, Session 2 When things feel bad (TT) KS1, Module 2, Unit 3, Session 3 Physical Contact (TT)	Keeping Safe Studies UKS2, Module 2, Unit 2, Session 1 Under pressure (TT)	Keeping Safe Studies To begin to identify risks and risky behaviour. UKS2, Module 2, Unit 2, Session 2 Do you want a piece of cake (TT)	How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, including online.
<b>Health Education</b>								
<b>Mental wellbeing</b>	Self-Regulation- Self-help skills	To learn the importance of sleep as part of a healthy lifestyle and the impact device use can have on sleep.	To recognise and describe different feelings in themselves and others	To learn about how feelings and emotions change and what helps people to feel good.		To learn how to talk about mental health and wellbeing, who can help us and how to ask for help.	To learn about mental health; what it means and how we can take care of it.	How to talk about their emotions accurately and sensitively, using appropriate vocabulary.

		To be able to identify different behaviours which might be bullying.	To learn that feelings change and that not everyone experiences the same feeling in the same situation. Learn about 'big' feelings and how to manage them.	To learn about getting help, advice and support with feelings and emotions. To develop an awareness and definition of bullying and unkindness. LKS2, Module 1, Unit 3, Session 1 What am I feeling? (TT)		To explore how and why people are excluded. To know the difference between big and small feelings.	To learn about how feelings and emotions are affected and can be managed at changing, challenging or difficult times.	Happiness is linked to being connected to others. How to recognise the early signs of mental wellbeing concerns. Common types of mental ill health (e.g. anxiety and depression)
<b>Internet safety and harms</b>	Online safety- Smartie the penguin	Keeping Safe Studies	Keeping Safe Studies	Keeping Safe Studies	Keeping Safe Studies	Keeping Safe Studies	Keeping Safe Studies	The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online, how people may curate a specific image of their life online and over-reliance on online relationships
<b>Physical health and fitness</b>	Develop overall body strength coordination, balance and agility.	To learn about how germs are spread, how we can prevent them spreading and people who help us stay healthy and well		LKS2, Module 1, Unit 3, Session 2 What am I looking at? (TT)		UKS2, Module 1, Unit 3, Session 1 Body image (TT)	To recap how to keep ourselves healthy. To explain some of the health benefits of being active.	The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress
<b>Healthy Eating</b>	Children supported at lunchtimes to	To understand the importance of food	To understand the benefits of eating at	To understand what food groups make up meals.	To understand that food gives us energy.	To explain the functions of nutrients and fibre.		How to maintain healthy eating and the links

	support eating & healthy choices Cooking for a Celebration Topic on growing our own vegetables		least 5 portions of fruit and vegetables	To explain how food choices can contribute to tooth decay.		To explain the reasons it is important to keep hydrated. To identify and interpret information on food labels.		between a poor diet and health risks, including tooth decay and cancer.
<b>Drugs, alcohol and tobacco</b>	Doctor's surgery role play area	To learn about what can go into our bodies and how it can make people feel	To learn why medicines are taken; To learn where medicines come from	To learn the definition of a drug and that drugs (including medicines) can be harmful to people. To learn about the effects and risks of smoking tobacco and second-hand smoke.	To learn about the effects and risks of drinking alcohol.		To learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs.	The law relating to the supply and possession of illegal substances. The physical and psychological consequences of addiction, including alcohol dependency.
<b>Health and prevention</b>	Visit from the school nurse around personal and oral hygiene.	To understand some basic hygiene principles KS1, Module 1, Unit 2, Session 3 & 4 Clean and Healthy (Slides 9-12 only) (TT) To learn the importance of sleep as part of a healthy lifestyle and the impact device use can have on sleep		To learn the definition of a vaccination, how the immune system functions and how they work to keep us healthy.	To learn that medicines can be used to manage and treat medical conditions such as asthma. To understand that infection can be spread through unclean hands and that handwashing can prevent the spread of infection. To learn that infection can spread through sneezing and coughing and how to prevent this spread. To understand the importance of personal hygiene.	To understand that most common infections get better on their own through time, bed rest, liquid intake and healthy living.	To learn about the different sources of health information and how we make informed decisions. To learn the importance of good sleep.	The facts and science relating to immunisation and vaccination. To know about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.

<b>Basic first aid</b>	Keeping Safe Studies	Keeping Safe Studies	Keeping Safe Studies	Basic treatment for common injuries. Life-saving skills, including how to administer CPR.				
<b>Changing adolescent body</b>					LKS2, Module 1, Unit 2, Session 3 What is puberty? (TT) LKS2, Module 1, Unit 2, Session 4 Changing bodies (TT)	UKS2, Module 1, Unit 3, Session 3 Emotional changes (TT) UKS2, Module 1, Unit 4, Session 3 Menstruation (TT)	UKS2, Module 1, Unit 2, Session 2 Girls' bodies (TT) UKS2, Module 1, Unit 2, Session 3 Boys' bodies (TT) UKS2, Module 1, Unit 4, Session 1 Making babies (part 1) (TT) UKS2, Module 1, Unit 4, Session 2 Making babies (part 2) (TT)	Key facts about puberty, the changing adolescent body and menstrual wellbeing. The main changes which take place in males and females, and the implications for emotional and physical health.

**Appendix 3**  
**PSHCE Curriculum Map**

**Year 1**

Autumn	To understand how to keep teeth healthy (Health and prevention)	To understand the importance of food (Healthy Eating)	To understand some basic hygiene principles (Health and prevention)	To learn about what can go into our bodies and how it can make people feel (Drugs, alcohol and tobacco)	To learn the importance of sleep as part of a healthy lifestyle and the impact device use can have on sleep (Mental wellbeing) (Health and Prevention)	To learn about how germs are spread, how we can prevent them spreading and people who help us stay healthy and well (Health and prevention) (Physical health and fitness)
Spring	To identify the qualities of a good friend (Caring friendships)	To explain the importance of compliments (Caring friendships)	To recognise positive qualities in themselves. (Respectful relationships)	To recognise achievements (Caring friendships)	To identify the qualities of a good friend. (Caring friendships)	To be able to identify different behaviours which might be bullying. (Respectful relationships) (Mental wellbeing)
Summer	Keeping Safe Studies (Being safe) (Basic first aid) (Online relationships) (Internet safety and harms)	KS1, Module 1, Unit 3, Session 1 Feelings, likes and dislikes (TT) (Mental wellbeing)	KS1, Module 1, Unit 3, Session 3 Super Susie gets angry (TT) (Mental wellbeing)	KS1, Module 1, Unit 2, Session 3 & 4 Clean and Healthy (Slides 9-12 only) (TT) (Health and prevention)	KS1, Module 2, Unit 2, Session 1 Special People (TT) (Families and people who care for me)	KS1, Module 1, Unit 4, Session 1 The Cycle of Life (TT) (Science)
PSHCE in addition to weekly lessons	Equality studies Keeping Safe Studies Anti-bullying week Food Techno Workshop –Internet safety					

## Year 2

Autumn	To understand the benefits of eating at least 5 portions of fruit and vegetables (Healthy Eating)	To learn why medicines are taken (Drugs, alcohol and tobacco)	To learn where medicines come from (Drugs, alcohol and tobacco)	To identify what bullying is and how it makes people feel. (Respectful relationships)	To understand conflict and explain what to do when conflict arises. (Caring Friendships)	To know about different types of families. (Families and people who care for me)
Spring	To explore gender stereotypes in careers. (Respectful relationships)	To explore how life is different around the world. (Respectful relationships)	To recognise how it feels to be proud of someone else. (Respectful relationships)	To recognise and describe different feelings in themselves and others. (Mental wellbeing)	To learn that feelings change and that not everyone experiences the same feeling in the same situation. (Mental wellbeing)	Learn about 'big' feelings and how to manage them. (Mental wellbeing)
Summer	Keeping Safe Studies (Being safe) (Basic first aid) (Online relationships) (Internet safety and harms)	KS1, Module 2, Unit 2, Session 2 Treat others well... (TT) (Respectful relationships)	KS1, Module 2, Unit 2, Session 3 ...and say sorry (TT) (Respectful relationships)	KS1, Module 1, Unit 2, Session 2 Girls and Boys (TT) (Respectful relationships)	KS1, Module 2, Unit 3, Session 2 Good secrets and bad secrets (TT) (Being Safe)	KS1, Module 2, Unit 3, Session 3 Physical Contact (TT) (Being Safe)
PSHCE in addition to weekly lessons	Equality studies Keeping Safe Studies Anti-bullying week Visit from the London Fire Brigade Workshop –Internet safety					

### Year 3

Autumn	To understand what food groups make up meals. (Healthy Meals)	To explain how food choices can contribute to tooth decay. (Healthy Meals)	To learn about how feelings and emotions change and what helps people to feel good. (Mental wellbeing)	Learn about getting help, advice and support with feelings and emotions. (Mental wellbeing)	To develop an awareness and definition of bullying and unkindness. (Mental wellbeing)	To explore ways of resolving conflict. (Respectful relationships)
Spring	To learn the definition of a vaccination, how the immune system functions and how they work to keep us healthy. (Health and Prevention)	To learn the definition of a drug and that drugs (including medicines) can be harmful to people. (Drugs, alcohol and tobacco)	To learn about the effects and risks of smoking tobacco and second-hand smoke. (Drugs, alcohol and tobacco)	To explore family differences and challenge stereotyping about families. (Families and people who care for me)	To identify the qualities of a good friend (Caring friendships)	To learn and explore what identity is and what makes everyone unique and special. (Respectful relationships)
Summer	Keeping Safe Studies (Being safe) (Basic first aid) (Online relationships) (Internet safety and harms)	LKS2, Module 1, Unit 2, Session 1 We don't have to be the same (TT) (Respectful relationships)	LKS2, Module 1, Unit 3, Session 1 What am I feeling? (TT) (Mental wellbeing)	LKS2, Module 1, Unit 3, Session 2 What am I looking at? (TT) (Physical health and fitness)	LKS2, Module 1, Unit 3, Session 3 I am thankful (TT) (Respectful relationships)	LKS2, Module 2, Unit 2, Session 1 Friends, family and others (TT) (Families and people who care for me)
PSHCE in addition to weekly lessons	Equality studies Keeping Safe Studies Anti-bullying week Workshop –Internet safety					

#### Year 4

Autumn	To understand that food gives us energy. (Healthy eating)	To learn that medicines can be used to manage and treat medical conditions such as asthma. (Health and prevention)	To learn about the effects and risks of drinking alcohol. (Drugs, alcohol and tobacco)	To understand that infection can be spread through unclean hands and that handwashing can prevent the spread of infection. (Health and prevention)	To learn that infection can spread through sneezing and coughing and how to prevent this spread. (Health and prevention)	To learn about prejudice and how discrimination can affect people. (Respectful relationships)
Spring	To understand the importance of personal hygiene. (Health and prevention)	To understand how stereotypes can label people. (Respectful relationships)	To understand rights in a friendship. (Respectful relationships)	To understand responsibilities in a friendship. (Respectful relationships)	To understand how images are manipulated online. (Online relationships)	To identify and resist pressurising and manipulative behaviour. (Online relationships)
Summer	Keeping Safe Studies (Being safe) (Basic first aid) (Online relationships) (Internet safety and harms)	LKS2, Module 1, Unit 2, Session 3 What is puberty? (TT) (Changing adolescent body)	LKS2, Module 1, Unit 2, Session 4 Changing bodies (TT) (Changing adolescent body)	LKS2, Module 2, Unit 2, Session 2 When things feel bad (TT) (Being safe)	LKS2, Module 2, Unit 3, Session 3 Physical contact (TT) (Being safe)	LKS2, Module 1, Unit 4, Session 1 Life Cycles (TT) (Science)
PSHCE in addition to weekly lessons	Equality studies Keeping Safe Studies Anti-bullying week Workshop –Internet safety					

### Year 5

Autumn	To understand that most common infections get better on their own through time, bed rest, liquid intake and healthy living. (Health and prevention)	To understand gender stereotypes. (Respectful relationships)	To learn how to talk about mental health and wellbeing, who can help us and how to ask for help. (Mental wellbeing)	To explore how and why people are excluded. (Mental wellbeing)	To explore the concept of fairness and how people decide what is fair and unfair. (Respectful relationships)	To explore migration. (Families and people who care for me)
Spring	To develop a sense of belonging. (Caring friendships)	To know how to deal with feelings in relationships. (Respectful relationships)	To know the difference between big and small feelings. (Mental wellbeing)	To explain the functions of nutrients and fibre. (Healthy eating)	To explain the reasons it is important to keep hydrated. (Healthy eating)	To identify and interpret information on food labels. (Healthy eating)
Summer	Keeping Safe Studies (Being safe) (Basic first aid) (Online relationships) (Internet safety and harms)	UKS2, Module 1, Unit 3, Session 1 Body image (TT)	UKS2, Module 1, Unit 3, Session 3 Emotional changes (TT) (Changing adolescent body)	UKS2, Module 1, Unit 3, Session 4 Seeing stuff online (TT) (Online relationships)	UKS2, Module 2, Unit 2, Session 1 Under pressure (TT) (Being safe)	UKS2, Module 1, Unit 4, Session 3 Menstruation (TT) (Changing adolescent body)
PSHCE in addition to weekly lessons	Equality studies Keeping Safe Studies Anti-bullying week Workshop –Modern Day Slavery Workshop – Anti-radicalisation Workshop – Anti-racism Workshop - Pedestrian safety Workshop – Growing Against Violence-Anti –gang work Workshop –Internet safety					

### Year 6

Autumn	To recap how to keep ourselves healthy. (Physical health and fitness)	To explain some of the health benefits of being active. (Physical health and fitness)	To learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs. (Drugs, alcohol and tobacco)	To learn what is meant by privilege. (Respectful relationships)	To learn to identify and critically evaluate current hair beauty stereotypes. (Respectful relationships)	To learn about the different sources of health information and how we make informed decisions. (Health and prevention)
Spring	To learn about mental health; what it means and how we can take care of it. (Mental wellbeing)	To learn about how feelings and emotions are affected and can be managed at changing, challenging or difficult times. (Mental wellbeing)	To identify different tactics someone might use to manipulate another person online. (Online relationships)	To explain what to do if someone tries to pressure or manipulate them. (Online relationships)	To begin to identify risks and risky behaviour. (Being safe)	To learn the importance of good sleep. (Health and prevention)
Summer	Keeping Safe Studies (Being safe) (Basic first aid) (Online relationships) (Internet safety and harms)	UKS2, Module 2, Unit 2, Session 2 Do you want a piece of cake (TT) (Being safe)	UKS2, Module 1, Unit 2, Session 2 Girls' bodies (TT) (Changing adolescent body)	UKS2, Module 1, Unit 2, Session 3 Boys' bodies (TT) (Changing adolescent body)	UKS2, Module 1, Unit 4, Session 1 Making babies (part 1) (TT) (Sex education)	UKS2, Module 1, Unit 4, Session 2 Making babies (part 2) (TT) (Sex education)
PSHCE in addition to weekly lessons	Equality studies Keeping Safe Studies Anti-bullying week Workshop –Modern Day Slavery Workshop – Anti-radicalisation Workshop – Anti-racism Workshop – Growing Against Violence-Anti –gang work Workshop –Internet safety Workshop – Transition to secondary school Citizenship Day – including using London Transport safely					

Additional coverage of PSHCE

Votes for Schools assemblies

RE e.g. topics on 'Being sorry', 'Rules', 'Change', 'Neighbours', 'Opportunities', 'Family', 'Special People'

Healthy Heart Day

School Council

Computing curriculum

Food technology days