LATYMER PREP SCHOOL

PSHE POLICY

PERSON(S) RESPONSIBLE:	Head of PSHE and RSHE
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1. INTRODUCTION

1.1 What is PSHE?

At Latymer Prep School, Personal, Social, Health, and Economic (***PSHE***) Education is a planned, developmental programme of learning through which pupils acquire the knowledge and understanding, and develop the skills and attributes they need to keep healthy and safe in order to manage their lives now and in the future.

It includes teaching and learning about physical health and mental wellbeing, and the fundamental building blocks and characteristics of positive, healthy and respectful relationships.

It is also about understanding how society works and how pupils can actively play a socially and morally responsible role in it, including an appreciation of what constitutes the Fundamental British Values of democracy, mutual respect and tolerance of others, personal liberty and the law.

This PSHE policy is available on the School's website and is reviewed annually.

1.2 Guidance

The School is guided by the following Department for Education's documents:

- Personal, social, health and economic (*PSHE*) education' (February 2021 updated September 2021),
- 'Citizenship programmes of study: key stages 1 and 2' (February 2015),
- 'Teaching online safety in school DfE Guidance' (June 2019 updated January 2023) and
- 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (June 2019 updated July 2025).

We are also guided by regulatory requirements from the Independent Schools Inspectorate (***ISI***) (Sept 2022).

In the Education (Independent School Standards) Regulations 2014, Part 1 (d) requires schools to provide personal, social, health and economic education which (i) reflects the school's aim and ethos; and (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

Furthermore, Part 1 (i) stipulates that schools must engage in the 'effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.'

Meanwhile, Part 2 is entirely focused on the need to contribute towards the 'Spiritual, moral, social and cultural development of pupils':

The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the school —

(a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;

(b) ensures that principles are actively promoted which—

(i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;

(ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;

(iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;

(iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;

(v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;

(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and

(vii) encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;

(c) precludes the promotion of partisan political views in the teaching of any subject in the school; and

(d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils—

(i) while they are in attendance at the school,

(ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school, or

(iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere,

they are offered a balanced presentation of opposing views.

Under all these regulations, we have a statutory responsibility to promote the spiritual, moral, social, cultural, mental and physical development of pupils at the school, and to prepare pupils for the opportunities, responsibilities and experiences of later life. We should also promote equality, diversity and encourage children to tackle bullying and discrimination. Related to this, we need to actively promote the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

In doing so, the School also takes account of guidance on relationships, sex and health education, bullying, safeguarding and equality, including in all respects, online.

PSHE Education encompasses many areas of study and is an important and necessary part of all pupils' education, and should reflect the universal needs of our pupils, be relevant to their circumstances, and draw on good practice.

1.3 Rationale

As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society, and it contributes significantly to a pupil's spiritual, moral, social and cultural (***SMSC***) development, their behaviour and safety, as well as their wellbeing. In addition, PSHE learning actively promotes pupils' understanding of fundamental British Values.

PSHE is also fundamental to the effective implementation of our own policies, particularly in respect to the School's Relationships and Health Education (RHE) Policy, Anti-Bullying Policy, Equality, Diversity and Inclusion Policy and Behaviour Policy, Online Safety Policy, Safeguarding Policy (see paragraph 11 of the Safeguarding (Child Protection Policy).

2. AIMS AND OBJECTIVES

2.1 The School's Aims and Ethos

In making provision for PSHE Education, we draw on the aforementioned guidance, as well as on the aims and ethos of our school, our own policies, and on best practice.

We want to:

- equip pupils with the knowledge, understanding, skills and attributes/strategies required to live healthy, safe, productive, capable, responsible and balanced lives;
- encourage pupils to be enterprising and support them in making effective transitions, positive learning and career choices and in achieving economic wellbeing; and
- provide opportunities for pupils to reflect on and clarify their own values and attributes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

In doing so, this part of the curriculum should:

- contribute to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions;
- enable pupils to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings; and
- develop pupils' understanding of themselves, empathy and the ability to work with others to form and maintain good relationships, develop the essential skills for future employability and participation in society, and ultimately to better enjoy and manage their lives.

The overarching aim is to provide pupils with:

- accurate and relevant knowledge;
- opportunities to turn that knowledge into personal understanding;
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attributes, beliefs, rights and responsibilities; and
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Our PSHE Education is delivered through a variety of ways, including:

- Specific lessons with separate curriculum time;
- Explicit opportunities in other curriculum subjects;
- Whole school and extended timetable activities;
- Specific projects;
- Information, support and guidance as specific areas of learning and development; and
- Learning through involvement in the life of the school and wider community.

2.2 Discrete PSHE Lessons

As a starting point, we take heed of the following overarching concepts developed by the PSHE Association:

Overarching Concepts

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. **Relationships** (including different types and in different settings, including online)
3. **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. **Diversity** and **equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. **Rights** (including the notion of universal human rights)**, responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviour including bullying, persuasion, coercion, and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

The curriculum is therefore broad and balanced and it promotes equality, diversity, and tackles bullying and discrimination. It encourages respect for others with particular regard to the protected characteristics under the Equality Act 2010 in an age appropriate way, and Fundamental British Values are actively promoted. PSHE teaching and learning is also absolutely essential to fulfil our obligations under statutory Relationships, Sex and Health Education 2019/2025.

PSHE Education, by its very nature, is wide ranging and while the programme should meet the universal needs shared by all children, it should also meet the specific and individual needs of all the pupils in school, and be informed by local circumstances and events. This is to ensure that the learning is not superficial and restricted to providing factual information and knowledge.

Further, content can date as our children are growing up in a rapidly changing world, and their learning should reflect this. We need to be ready to adapt and be flexible in our delivery of the curriculum which is why it is under constant review.

Sessions are related to real life and are interactive. Active learning forms the basis of lesson planning. Teaching is focussed on a positive approach.

The learning allows children to have the opportunity to recognise and reflect on how it is relevant to them, how it can be transferred to other contexts, and how it can be applied to their own lives.

We recognise that many decisions about health and lifestyle are made in a social context or are influenced by the attitudes, values and beliefs of significant others. Teaching takes account of pupils' prior learning and experiences, and is sensitive to individual needs.

Indeed, we regularly consult our pupils on their evaluation of the subject and ask them what they need and want to learn. We make an Ask-it-Basket available. Recently, we have added a lock to the Ask-it-Basket to encourage children to feel safe to leave their comments. Signposting to sources of help is reiterated frequently.

In addressing both pupils' direct experience and their preparation for their future, we aim to teach a spiral programme that ensures learning is revisited, reinforced and extended in age- and stage-appropriate contexts allowing for increasing challenge, broadening of scope and the deepening of pupils' thinking.

Parents are informed in advance of any sensitive topics in the programme. Periodically, we will invite parents into school. We encourage feedback and operate an open door.

Lessons take into consideration the safeguarding of individuals.

Ground rules are established to create a safe teaching and learning environment and where possible, learning is distanced e.g. via Role Play, Stories, Scenario Setting, Film Clips, and Photo Moments.

2.3 Cross-Curricular Opportunities

- Learning in this area is not planned in isolation, and links are often be made to other subjects. For instance to: Science (e.g. human life cycle and reproduction); ICT (e.g. online safety including consent and behaviour); English (e.g. empathy for others); Physical Education (e.g. leisure and exercise); Geography (e.g. poverty and wealth); History (e.g. identity, philanthropy and rights); Food Tech (e.g. nutrition and diet); Mathematics (e.g. budgeting); and Religious Studies & Philosophy (e.g. Mindfulness training).

- All members of the teaching body are expected to familiarise themselves with our PSHE Policy and understand the School's ambitions for this area of learning. They should actively promote learning in their subjects and understand that in related teaching there will always be facts to be taught, concepts to be explained, skills to be passed on and values and attitudes to be encouraged.

- When teaching the curriculum, teachers are aware of the importance of a teaching style that allows children to express their own ideas, identify their own agenda, have opportunities to make decisions that are meaningful to them and actively participate.

- Regular topical debates and circle time are encouraged, not only do these encourage pupils to research topics, but also encourages them to think about the whole picture, considering points of view that they had not previously taken and encourages pupils to speak confidently.

2.4 Whole School Approach

- Learning is supported outside of lesson time across the School.

- Many of the topics and themes outlined in the discrete PSHE Scheme of Work are developed further in tutor time and assemblies or in opportunities to meet with specialist non-teaching staff members etc.

- Pupils are encouraged to contribute to decision-making in, and the running of, the class and the School, and are given a range of responsibilities throughout the School, allowing them to progress in the development of their skills and accept more responsibility as they do so. In Year 6, this might involve applying for real 'jobs' and running a book fair!

2.5 Community Involvement

- Learning is enriched (but not replaced) with input from outside school such as school trips (see the School Trips Policy) and visits from outside speakers (see section 7 below).

- Pupils are encouraged to make contributions to the community outside of school. This might involve organising a cake sale for a charity. We particularly encourage classes to nominate local worthy charities so that we can foster links with our immediate community.

3. ORGANISATION OF TEACHING

For Y3 - Y5 children, discrete PSHE lessons are timetabled for one lesson each week. In Y6 children benefit from two timetabled PSHE lessons each week.

Lessons are planned and delivered by the relevant subject lead and the Deputy Principal, also our DSL. Both the subject leads and the Deputy Principal undertake a huge variety of relevant CPD and are cognisant of cross-curricular, whole school and wider community opportunities.

This arrangement allows for informed baseline assessment and use of opportunities to support learning, so that lessons are relevant, focussed and contribute to the spiral development we are looking to see in our children. It also ensures that lessons are not simply a series of 'one-off', disconnected sessions each on a different topic and focussing only on factual content. Further, it

enables meaningful tracking of progression in an area that draws on multi-faceted inputs from across the school and wider community.

We acknowledge that PSHE/RSHE explores feelings and behaviors about issues that can be very close to people's values and sense of identity. Topics can sometimes feel upsetting or embarrassing to talk about. Historically, some topics have involved social stigma. Pupils or teachers may have personal experience of topics. Parents or other members of the school community might have strong views about the subject matter.

Outside of discrete PSHE lessons, other teachers and staff regularly take part in INSED and are committed to expanding the knowledge, understanding, skills and attributes of PSHE related topics and themes.

Teachers must always remember that children will respond, especially to some aspects of Relationships, Sex and Health Education, in varying ways. Teaching methods need to take into account and be sensitive to the developmental differences of pupils and thus the potential need for discussion in small groups and, at times, separated by gender.

When teaching sensitive topics, teachers should aim to use approaches such as distancing the techniques.

In all areas, teachers should have the mindset of supporting children and should not aim to alarm children about certain topics, but to give children the opportunity to learn and practise a variety of skills that will enable them to participate and respond in a safe and healthy way to scenarios that they might realistically encounter in their lives.

A set of ground rules will help teachers create a safe environment in which they themselves or the pupils do not feel embarrassed or anxious. For example:

- ❏ no one will have to answer a personal question
- ❏ no one will be forced to take part in a discussion
- ❏ only the correct names for body parts will be used
- ❏ meanings of words will be explained in a sensible and factual way

Questions should be answered simply but frankly having set clear parameters of what is appropriate and inappropriate in a whole class setting. Checking and clarifying a question before responding is sometimes helpful e.g. 'I think you are asking me…' Often, by reversing the roles and asking children a few leading questions it is possible to discover just how much information they are ready to understand or absorb.

If a question is too explicit, feels too mature for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher does not need to answer it in front of the whole class but should respectfully acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information.

Limiting public disclosures should be considered. In such instances, protective interrupting may be used.

In order that all children have an opportunity to get answers to their questions, we use an Ask-It-Basket and encourage the children to make use of this (anonymously or - preferably - not) so that we can address all concerns.

In addition, help seeking behavior is to be encouraged and children should be regularly signposted to other avenues of support.

The subject is reviewed and approved by the Education & Pastoral Committee of the Governing Body on an annual basis.

4. DISCRETE PSHE LESSONS

4.1 Curriculum Overview

The table set out in Appendix 1 illustrates the current curriculum overview for discrete PSHE lessons across the School. It is to be understood in the context of our whole school approach and the opportunities to develop learning outside of class time, which are described in the next section.

4.2 Curriculum Objectives

The key curriculum objectives of the Scheme of Work for discrete PSHE lessons across the school are set out in Appendix 2.

Learning Opportunities as set out by the PSHE Association in their Programme of Study are mapped to our PSHE lessons and other key subjects in Appendix 3.

5. PSHE ACROSS THE SCHOOL

5.1 Cross-Curricular Opportunities

The teaching of PSHE is included in all areas of the curriculum via:

- Celebrating achievements in non-academic subjects
- Championing Habits of Mind/Learning
- Circle time
- Emphasis on sportsmanship and healthy eating
- Understanding fair trade
- Group work
- Money and budgeting
- Show and tell
- Cultures of people around the world
- Empathy through stories
- Environments
- Global warming
- Blindness, hearing loss
- Public speaking
- Role play
- Mindfulness Training

5.2 Whole School Approach

The promotion of PSHE is not confined to the classroom; a whole school approach is taken with the general ethos of the school reflecting what the pupils have discussed in their lessons. Whole school activities might include:

- House points and competitions (e.g. house photo)
- Form lunches
- Concerts
- Assemblies
- Year group projects
- Clubs
- Team sports
- School council
- Drama and music productions
- Visits and trips
- Team work
- Arts week
- Enrichment Week - Finance Week
- Residential weeks - Norfolk, Spain
- House lunches
- Charities Committee
- Fundraising for Charities especially Bursary Fund
- Harvest Festival
- Mentor Scheme

- House Captains
- Sports Day
- Children's own Book Fair
- Parental involvement
- LUS involvement e.g. in music recitals or Bounce Week student initiatives
- Anti-Bullying Ambassadors Work
- Eco-Committee
- Open door approach

5.3 Community Involvement

We are involved with the wider community through:

- School council
- Classroom support from parents
- News articles in local press
- Latymerian publication
- Nominated charities
- Singing at local hospital / for local charities
- School visitors
- Harvest - Upper Room Charity
- Book fairs
- Christmas fair
- Summer fair
- Cycling proficiency
- National competitions
- Sharing of sports facilities with local schools

6. ASSESSMENT, RECORDING AND REPORTING

6.1 Assessment

Baseline assessment can be informed in a small school with a close staff body, by cross-referencing learning across subjects and the School.

In addition, within PSHE lessons, in order to understand pupils' prior learning, baseline assessment may be carried out to ensure that new learning is relevant and progress can be assessed. This can be established in a variety of ways, for instance by:

- Brainstorming
- Quizzes
- Draw and Write Activities
- Graffiti Walls
- Continuums
- Sorting Activities
- Mind Maps

This initial work within PSHE lessons may be revisited via:

- Role Play
- Scenarios
- Discussions
- Annotations
- Quizzes

6.2 Giving pupils opportunities to demonstrate attainment

Assessment does not judge worth, personality or value of individuals, rather the Scheme of Work has clearly defined Learning Objectives and intended Learning Outcomes and these form the basis of assessment for all learners/styles.

Assessment encompasses opportunities for teacher, peer and self-assessment.

We aim to assess the children through a variety of non formal activities. Through discussion for instance, we are able to arrive at a rounded judgement by taking into account pupil achievements, strengths and areas for development across a range of contexts and over a period of time, rather than focusing on a single piece of work or activity.

Pupils have regular opportunities to reflect on their activities, both individually in reflection logs, and with their peers. They can identify what went well, what went wrong and why, in order to help them draw conclusions about their own strengths and weaknesses. Self-assessment - in the form of Entry and Exit Tickets or End of Stage Statements - is particularly valued in this part of the curriculum because certain outcomes, the feeling of confidence for instance, can only be truly measured by it.

Across the school, pupils need a variety of opportunities to demonstrate their achievements.

Examples might include:

- a talk or presentation
- designing a display or website
- role play or simulation
- writing articles for school or local newspapers
- taking photos or making a video of an event
- producing resources for younger pupils
- producing a quiz, board game or card game
- recording an interview with school or wider community members

6.3 Recording and Reporting

Children's group work is preserved and often helps direct the teaching and learning at the next stage. The pupils themselves use Reflection Journals to record their work individually and note progress.

In addition, in acknowledging the breadth of development, and the whole school contribution in this area of learning, we also capture progress and attainment in End of Term Records of Achievements and End of Term/Year Reports.

7. VISITING SPEAKERS

Visiting speakers enrich the PSHE Curriculum by providing knowledge or accounts of personal experiences. Our visiting speakers are experts in their field and are vetted by us. Their role is to educate; they do not instruct. These inputs are always part of a planned developmental programme. As well as reviewing material before workshops, a teacher is always present to manage the learning. Parents are informed of all visiting speaker talks. See paragraphs 13 and 16 of the School's Safeguarding Policy and the Visiting Speakers Risk Assessment on Latymer Links under Staff/Visitors

8. PUPILS WITH ADDITIONAL EDUCATIONAL NEEDS

PSHE underpins academic achievement as well as wellbeing. Pupils with any additional needs are sometimes more vulnerable and for that reason, all students are encompassed and all students participate fully in the programme.

9. MONITORING, REVIEWING AND EVALUATION

The PSHE Teacher, together with pastoral staff and the Principal will monitor the planning, teaching and learning of PSHE regularly. Observations of teaching will take place in accordance with the School's monitoring cycle. Feedback will be given. The Scheme of Work and this policy will also be reviewed as required and at least annually by the governing body.

10. TEACHING RESPONSIBLE AND SAFE TECHNOLOGY USAGE

Today's pupils are growing up in an increasingly complex world, living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks.

Internet safety and responsible technology usage (referred to collectively as Online Safety) is increasingly a whole school community issue, with educational messages embedded across ICT as well as in PSHE (see the School's Online Safety Policy).

In PSHE pupils are taught how to think critically, behave safely and participate responsibly in our digital world. We address a range of key internet safety issues: cyberbullying, safe social networking, healthy digital behaviours, the sharing of nude and semi-nude images, privacy and online reputation. In addition, ICT modules across all year groups deal with important emerging concepts like AI. Guidance on keeping safe is regularly signposted in displays, Assemblies and tutor time.

11. WORKING WITH PARENTS

One of our aims is to work with professionals to provide our parents with the most up to date and relevant information that enables them to make informed choices about their family's online world. We encourage parents to engage with their children's online activity. We offer workshops to help overcome barriers and ensure that parents understand the issues and are confident enough to apply their parenting skills online. The Head of ICT sends updates to parents and organises relevant training for pupils and parents on their child's online safety. All parents have access to specialist resources through our school subscriptions and are sent an Online-Safety booklet by the Head of ICT. They also receive regular Online Safety Newsletters.

12. RELATIONSHIPS, SEX AND HEALTH EDUCATION (*RSHE*)

Supporting children in their Relationships, Sex and Health Education is statutory and a whole school ambition which is explicitly, but not exclusively, delivered through the PSHE education programme. Full details of the coverage are included in our separate policy for Relationships, Sex and Health Education. This policy can also be found on the Parent Portal.

13. CONFIDENTIALITY

Due to the nature of the topics covered in the programme, all teachers are made aware of the School's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners. PSHE lessons may raise concerns with children about themselves, friends or members of their family. Our pupils are informed of sources of confidential help such as the School Nurse, the School Counsellors (one-to-one setting) or outside agencies such as Childline.

In practice, confidentiality forms part of the 'contracting' in PSHE lessons. Ground rules are established to create a safer teaching and learning environment. Questions are handled sensitively in an environment of trust, openness, respect, inclusion and 'first do no harm'.

Appendix 1

PSHE EDUCATION SCHEME OF WORK LATYMER PREP 2026 - 27

PSHE EDUCATION SCHEME OF WORK LATYMER PREP 2026 - 2027

YEAR	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
3	**Me & My World** • Uniqueness • Similarities & Differences • *Bullying* • *Ground Rules*	**My Learning** • Qualities & Dispositions (including 'Habits') • Achievements, Strengths, Areas for Development & Goals* • *Anti-Bullying Week**	**Feelings** • Emotional Literacy • Emotional Intelligence	**Relationships** • Family & Friends • Making & Maintaining	**Taking Care** • Media • Digital Life • *VISITOR: Financial Outreach Education*	**Keeping Safe** • At home - Medicine & Household Products • First Aid in an Emergency • *VISITOR: First Aid Workshop*
4	**Identities** • Diversity • Celebrating Differences • Belonging • *Ground Rules* • *VISITOR: Prevent Duty Workshop*	**Community** • Stereotypes • What, why, how? • Voluntary, Community and Pressure Groups • *VISITOR: Police, Prevent Duty Workshop, Financial Outreach Education*	**Rights and Responsibilities** • Human Rights • Rights v Responsibilities and Duties/Obligations: Permission Seeking, Giving and Personal Boundaries - Consent • *WoW Competition*	**Risk** • Assessing & Managing • V. Danger and Hazards	**Choices I** • Influences • Informed • Digital Healthy Habits	**Choices II** • Media • Money and society • Saving/Spending • Budgeting • *VISITOR: Financial Outreach Education*
5	**Parliament** • What is the UK Parliament? • House of Commons & House of Lords • Debating • Making Laws • *'VISITOR': House of Commons Loan Box*	**Democracy** • Elections & Voting • 'Voice' • Democracy V. Dictatorship • History of Parliament/Democracy • *'VISITOR': Online Parliament Workshop* • *VISIT: Parliament* • *VISITOR: Financial Outreach Education*	**Communication** • Mental Health • Digital Wellbeing • Critical Thinking - Online Content and Contact • *VISITOR: Prevent Duty Workshop*	**Growing Up (Changes)** • *Ground Rules AGAIN* • Physical Changes of Puberty • Physical Health & Hygiene for puberty	**Growing Up (Wellbeing)** • Feelings • Family Life • Friendships • Media • Sleep • *VISITOR: R(S)HE - 'All the Relationships' inc Inclusivity & Consent and 'Your Private Body"*	**Self-Care** • First Aid • Sun Safety, Dental Health, Early Signs of Illness, Immunisations & Vaccines, Allergies • *VISITOR: First Aid Workshop*
6	**Emotional Wellbeing** • Mental Health • Mindset • *VISITOR: Transition (LUS + External)*	**Economic and Financial Wellbeing** • Online Fraud • Gambling • *VISITOR: Magistrate* • *VISITOR: Financial Outreach Education*	**Digital Wellbeing** • Healthy Habits • On-line Safety • *Cyber-bullying: 'Just a Joke'*	**Drugs** • Legal & Illegal • Effects & Consequences • Habits & Dares • Media • *VISITOR: Police (Community + Online + Drugs)*	**Relationships/Responsibility** • *Ground Rules AGAIN* • Positive & Healthy Relationships (including privacy, secrecy and consent) • Conception • *VISITOR: R(S)HE Q&A*	**Physical Safety** • Road/Travel • In the Community • *BIKEABILITY* • *VISITOR: TfL on Independent Travel*

'Character Code': MORAL SUCCESS
VISITS/VISITORS: Highlighted in ORANGE
**All year groups participate in Anti-Bullying Week, WOW initiative, and complete 'Record of Achievements' at the end of the Autumn and Summer Term*

Appendix 2

DISCRETE PSHE LESSON OBJECTIVES

Planned PSHE Programme learning objectives at Latymer Prep School:

Y3 ME & MY WORLD

Uniqueness:
- To reflect on who they are, and get to know new classmates.
- To appreciate that we are all unique!

Similarities & Differences:
- To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, and disability.

Bullying:
- To realise the nature and consequences of discrimination, teasing and bullying (including use of prejudice-based language), and how to respond to them and ask for help.

Ground Rules:
- To create a safe learning environment.

Y3 MY LEARNING

Qualities and Dispositions:
- To identify useful habits **(including 'Habits of Learning')**, and consider how we practice them.

Records of Achievement:
- To reflect on and celebrate achievements.
- To identify their strengths, areas for improvement, set high aspirations and goals.

Y3 FEELINGS

Emotional Literacy & Intelligence:
- To deepen their understanding of good and not so good feelings.
- To be able to recognise and respond appropriately to a wider range of feelings in ourselves and others.

Y3 RELATIONSHIPS

Family & Friends:
- To be aware of different types of relationships, including those between friends and families, civil partnerships and marriage.
- To recognise what constitutes a positive, healthy relationship (including recognition of our rights and responsibilities, the concept of our boundaries, permission seeking and consent, and a discussion around secrets).

Making & Maintaining:
- To develop the skills to maintain positive and healthy relationships.
- To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.

Y3 TAKING CARE

Media:
- To consider what moral dilemmas are.
- To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view.
- To explore and critique how the media present information.

Digital Life:
- To become more aware of how our screen use can affect the way we feel - both positively and negatively.
- Visitor: Financial Outreach Educator

Y3 KEEPING SAFE

At home - Medicine & Household Products:
- To develop strategies for keeping physically and emotionally safe including road safety, safety in the environment.

First Aid:
- To understand school rules about health and safety and why they are made and important to protect themselves and others, basic emergency aid procedures, where and how to get help.
- To know about people who are responsible for helping them stay healthy and safe and ways that they can help these people.

Records of Achievement:
- To reflect on and celebrate achievements.
- To identify their strengths, areas for improvement, set high aspirations and goals.

Y4 IDENTITIES	Y4 COMMUNITY

Diversity + Celebrating Differences:

- To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.
- To consider diversity and celebrate differences.
- Visitor: Diversity (Prevent Duty H&F)

Belonging:

- To learn what being part of a community means.

Ground Rules:

- To create a safe learning environment.

Stereotypes:

- To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.
- Visitor: Respect & Mutual Tolerance (Prevent Duty H&F)

What, why and how:

- To learn about the varied institutions that support communities locally and nationally.

Voluntary, community and pressure groups:

- To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.
- Visitor: RCP Community Police Officer
- Visitor: Financial Outreach Educator

Y4 RIGHTS & RESPONSIBILITIES

Human Rights:

- To understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.
- To value universal human rights, and understand that they are there to protect everyone and have primacy both over national law and family and community practices.

Rights v Responsibilities and Duties/Obligations - Permission Seeking and Giving, Personal Boundaries and Consent:

- To understand that there are different kinds of responsibilities, rights and duties at home, at school, and in the community.

Y4 RISK

Assessing & Managing:

- To recognise that their increasing independence brings increased responsibility to keep themselves and others safe.
- To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.

V. Danger and Hazards:

- To differentiate between the terms, 'risk', 'danger', and 'hazard'.

Records of Achievement:

- To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.

Y4 CHOICES I

Influences:

- To recognise opportunities to make their own choices about e.g. food, what might influence their choices (and the benefits of eating a balanced diet).

Informed:

- To learn how to make informed choices (including recognising that choices can have positive, neutral and negative consequences).

Digital Healthy Habits:

- To become more aware of how our screen use can affect the way we feel - both positively and negatively.

Y4 CHOICES II

Media:

- To explore and critique how the media present information.

Money & Society:

- To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.

Saving, Spending & Budgeting:

- To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).

Records of Achievement:

- To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.
- Visitor: Financial Outreach Educator

Y5 PARLIAMENT

What is the UK Parliament?:

- To explain the structure of Parliament (including the House of Commons, the House of Lords and the Monarchy), the role of Parliament and how it differs from that of the Government.

House of Commons & House of Lords:

Y5 DEMOCRACY

BULLYING (including Cyber-bullying):

- To realise the nature and consequences of anti-social and aggressive behaviours such as teasing, bullying and discrimination on individuals and communities.
- To recognise that their actions affect themselves and others.
- To understand how to respond and ask for help.
- ICT: Being Kind

- To learn about the House of Commons and the House of Lords - who they are, what they do, and how their members are chosen.
- 'VISITOR': On-line Parliament Workshop

Debating:
- To understand what is involved in parliamentary debating and why it is important.
- To try out debating, to practise debating skills, form and justify opinions and learn from others.

Making Laws:
- To learn why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
- To understand how society's rules (laws) are made.
- **'VISITOR': Parliament Loan Box for Commons Debate**

Elections and Voting:
- To learn about democracy in the UK, including how general elections work and how governments are formed.
- To understand key terms such as constituency, candidate, polling station, political party and manifesto.

'Voice':
- To see value in democracy and understand how to participate in democracy.

Democracy v Dictatorship & HISTORY of Parliament/Democracy:
- To learn about the development of Democracy and understand how it is different to Dictatorship.
- **Visit to Parliament at end of Autumn Term OR Spring/Summer**

Records of Achievement:
- To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.

Y5 COMMUNICATION

Mental Health and Keeping Well:
- To learn about mental health; what it means and how we can take care of it.

Digital Wellbeing:
- To learn what is meant by our own Digital Wellbeing, and how certain activities can have both a positive and negative impact on it.
- To see how screen time use could make people feel both physically and mentally, and that these feelings will differ for each person.

Critical Thinking including Online Content and Contact:
- To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view, including online.
- To recognise distorted and false information and consider how we treat others fairly, including online.
- Visitor: Enjoy time online/ Stay safe on the internet (Prevent Duty H&F)
- Visitor: Financial Outreach Educator

Y5 GROWING UP (Changes)

Physical Changes of Puberty:
- To understand how their body will change as they approach and move through puberty.
- To learn that these changes are related to human reproduction.

Physical Health & Hygiene for Puberty:
- To understand how to look after their body as they approach and move through puberty.
- VISITOR: Nurse

Y5 GROWING UP (Wellbeing)

Feelings, Family Life & Friendships:
- To recognise and respond appropriately to a wider range of feelings in ourselves and in others.
- To be aware of different types of relationships, including those between friends and families, civil partnerships and marriage.
- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.

Media:
- To understand what positively and negatively affects their physical, mental and emotional health (including the media).
- To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.
- **VISITOR: R(S)E**

Sleep:
- To learn about the importance of good sleep.

Y5 SELF-CARE

First Aid:
- **To learn basic first aid skills.**
- **VISITOR: React First Workshop**

Sun Safety + Dental Health + Early Signs of Illness + Immunisations/ Vaccines + Allergies:
- To understand causes/signs of ill health and concepts of looking after self including dental health, safety in the sun.
- To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread.
- **VISITOR: Dentist/ Nurse**

Records of Achievement:
- To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.

Y6 EMOTIONAL WELLBEING

Mental Health:
- To learn about positive and negative effects on physical, mental and emotional health.
- To discover how good physical health and good mental health relate to each other.

Mindset:

Y6 ECONOMIC & FINANCIAL WELLBEING

Online Fraud + Gambling:
- To develop strategies for keeping physically and emotionally safe online (including social media, the responsible use of ICT and mobile phones), the importance of protecting personal information, including passwords, addresses and images.
- Visitor: Financial Outreach Educator

Records of Achievement:

• To consider how to maintain a healthy body and mind. • To consider what a healthy lifestyle looks like and what changes can be made to lifestyle to make it healthier. • N.B. Healthy Living in FT • N.B. Mindfulness + Transition Booklet in RSP • Visitor: Transition e.g. Self-Mastery	• To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.
Y6 DIGITAL WELLBEING **Healthy Habits:** • To realise that our use of technology can impact on our physical and mental health, and to learn about the tools and knowledge that can be used to help enhance our Digital Wellbeing by creating our own healthy digital habits and making choices that work for us. **On-line Safety:** • To develop strategies for keeping physically and emotionally safe online (including social media, the responsible use of ICT and mobile phones), the importance of protecting personal information, including passwords, addresses and images. • AUP + ICT work + Internet Safety Week + Gild Talks **(Cyber) Bullying - 'Just a Joke':** • To realise the nature of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, towards all), and how to respond to them and ask for help. • To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities. • AUP + ICT work + Internet Safety Week + Gild Talks	**Y6 DRUGS** **Illegal/Legal + Effects and Consequences:** • To learn which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others. • N.B. Science Curriculum • Visitor: RCP Community Police Officer (In the Community, Online & Drugs) • Visitor: MAGISTRATE. **Habits & Dares:** • To learn what is meant by the term 'habit' and why habits can be hard to change. • To recognise and manage 'dares'. **Media:** • To explore and critique how the media present information. **Records of Achievement:** • To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.
Y6 RELATIONSHIPS/RESPONSIBILITIES **Positive & Healthy Relationships and Responsibilities (including privacy, secrecy and consent), and Conception:** • To explore positive and healthy relationships, and how we maintain relationships as we grow up. • To learn about human reproduction including conception. • **N.B Science Unit in Spring Term of Y6 followed by R(S)E VISITOR**	**Y6 PHYSICAL SAFETY** **Road/Travel:** • To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. • 'Visitor': BIKEABILITY COURSE **In the Community:** • To understand that their actions affect themselves and others. • Visitor: TfL Independent Travel Presentation

Appendix 3

PROGRAMME AUDIT

PSHE Association Programme of Study Learning Opportunities for KS2:

Relationships, Sex and Health Education (RSHE)

Families	
Pupils should have the opportunity to learn…	**Where this happens in the PSHE Programme**
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	**Y3** Relationships **Y4** Personal Boundaries and Consent **Y5** Growing Up (Wellbeing) **Y6** Relationships and Responsibility
that families should provide love, care, protection, and safety for children as they grow up	
that there are different types of relationships (e.g. friendships, family and romantic relationships); about committed, stable relationships, including marriage and civil partnerships	
that families can go through changes (e.g. new siblings, moving home) and experience difficult times, and can support each other through these	
what to do and who to talk to if someone is worried about their family or feels unsafe	

Friendships	
Pupils should have the opportunity to learn…	**Where this happens in the PSHE Programme**
about the importance of friendships; that positive friendships support wellbeing	**ALL** Pastoral Duty **ALL** Anti-Bullying Week **ALL** Anti-Bullying Ambassadors **ALL** Assembly Rota **Y3** Me and My World **Y3** Feelings **Y3** Relationships **Y4** Identities **Y4** Community **Y4** Personal Boundaries and Consent **Y4** Rights & Responsibilities **Y5** Growing Up (Wellbeing) **Y6** Emotional Wellbeing **Y6** Digital Wellbeing **Y6** Drugs **Y6** Relationships and Responsibility
what constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate	
how people choose and make friends; skills for building caring, kind friendships (e.g. mutual support, listening, respecting boundaries, celebrating friends' successes)	
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	
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	
strategies for recognising and managing peer influence and the desire for peer approval in friendships	
about balancing the needs and wishes of different people, e.g. in families or friendships; the importance of balancing their own needs with being kind to others	
that friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships	
how to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary	

Respecting self and others

Pupils should have the opportunity to learn…	Where this happens in the PSHE Programme
the shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others	**ALL** Pastoral Duty **ALL** Anti-Bullying Week **ALL** Anti-Bullying Ambassadors **ALL** Black History Month **ALL** Diversity Days **ALL** Assembly Rota **Y3** Me and My World **Y3** Feelings **Y3** Relationships **Y4** Identities **Y4** Community (inc Prevent Duty Workshops) **Y4** Personal Boundaries and Consent **Y4** Rights & Responsibilities **Y5** Communication (inc Prevent Duty Workshop) **Y5** Growing Up (Wellbeing) **Y6** Emotional Wellbeing **Y6** Digital Wellbeing **Y6** Drugs **Y6** Relationships and Responsibility
about diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect	
how courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own	
how to communicate effectively and assertively, including expressing needs and boundaries; how being assertive differs from being controlling	
ways to reconcile differences and conflict positively and safely, including avoiding physical aggression and finding a compromise	
how to respond to situations where they experience disappointment or frustration with others	
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 (including on wellbeing) and how to report and seek help for themselves or others	
what stereotypes are and how they can be unfair; how stereotypes can negatively influence behaviours and attitudes towards others, including leading to bullying; strategies for challenging stereotypes	
about prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help	

Safe Relationships: Consent, Boundaries and Trust

Pupils should have the opportunity to learn…	Where this happens in the PSHE Programme
the difference between public and private; why something might be private, and when children and adults have a right to privacy	**ALL** Pastoral Duty **ALL** Anti-Bullying Week **ALL** Anti-Bullying Ambassadors **ALL** Assembly Rota **Y3** Me and My World **Y3** Feelings **Y3** Relationships **Y4** Identities **Y4** Community **Y4** Personal Boundaries and Consent **Y4** Rights & Responsibilities **Y5** Growing Up (Wellbeing) **Y6** Emotional Wellbeing **Y6** Digital Wellbeing **Y6** Drugs
about seeking and giving/not giving permission (consent) in different situations with friends, peers and adults	
what is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries	
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	
how to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe); how to respond to inappropriate or unwanted physical contact, including who to tell	
how to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that	

about keeping something confidential or secret, when this should not be agreed to, and when it is right to break a confidence or share a secret; who and how to tell about secrets that make them feel uncomfortable, worried or unsafe	**Y6** Relationships and Responsibility
different ways to respond safely and appropriately to adults who are known or unknown to them, in a range of contexts; who to talk to if feeling uneasy about, or unsafe around, any adult	
that some relationships can be harmful, dangerous or abusive; how to recognise signs that a relationship may be harmful, dangerous or abusive, and how to report abuse	
that female genital mutilation (FGM) is against British law; what to do and who to tell if they think they or someone they know might be at risk* **Whilst it is not a statutory requirement to teach about FGM at primary school, we know that FGM is performed on girls from a young age and the guidance states "Primary relationships education... should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This can be delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information. Pupils should be able to recognise emotional, physical and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right."*	
how to identify trusted adults, and other sources of support and advice, in different contexts; the vocabulary and skills needed to seek help if they are concerned about their own or others' safety or if they feel worried, upset or frightened about something, including violence or harm; how to keep trying until they are heard	

Mental Health and Wellbeing

Pupils should have the opportunity to learn…	Where this happens in the PSHE Programme
the importance of taking care of mental health and wellbeing, as well as physical health	**ALL** Pastoral Duty **ALL** Records of Achievement **ALL** Children's Mental Health Week **ALL** Signposting Displays **ALL** Assembly Rota **Y3** Feelings **Y4** Community **Y4** Choices **Y5** Growing Up **Y6** Emotional Wellbeing **Y6** Digital Wellbeing **End of KS2** Transition Programme
how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time	
about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends)	
how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses	
how to direct attention and manage distractions to support mental health and wellbeing	
self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations	
that when someone practises self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively	
how to manage emotional responses to events outside of their control (e.g. climate change or distressing events)	
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	
if unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing (e.g. by making it difficult to do important things, such as learning or playing), this can be a sign of a mental health difficulty, and there is support available to help people manage this	

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	
about preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition	
when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school	

Keeping Healthy and Well

Pupils should have the opportunity to learn…	Where this happens in the PSHE Programme
how to maintain good oral hygiene (including correct brushing and cleaning between teeth); why regular visits to the dentist are essential; the impact of lifestyle choices on dental health	**ALL** Food and Nutrition Curriculum (inc Dining Hall Engagement) **Y3** Keeping Safe (inc 1st First Aid Workshop) **Y4** Dental Health (Science Curriculum) **Y5** Self-Care (inc 2nd First Aid Workshop) **Y6** Bacteria + Viruses + Infection (Science Curriculum) **Y6** Drugs (inc in Science Curriculum)
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	
how sleep quality and quantity support a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour, and ability to learn, and routines for good quality sleep	
why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection (e.g. hygiene routines, vaccination, immunisation)	
the role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health maintain good oral hygiene; impact of lifestyle choices	

Physical Activity and Nutrition

Pupils should have the opportunity to learn…	Where this happens in the PSHE Programme
what good physical health means; the characteristics of a balanced, healthy lifestyle	**ALL** Food and Nutrition Curriculum (inc Dining Hall Engagement) **ALL** PE and Games Curriculum **ALL** Science Curriculum **ALL** STARS Accreditation Activities **Y3** Taking Care **Y4** Choices **Y5** Growing Up **Y6** Wellbeing **Y6** Bikeability
the benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly routines	
about choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain	
the elements of a healthy, balanced diet; foods that should be eaten often or less often, and the benefits of eating a variety of nutritionally rich foods for health and wellbeing	
about the effects of different food and drink on the body and the effects of eating a less healthy diet, including ultra-processed foods	
how to develop healthier eating and drinking habits and how to manage influences on their choices	
some benefits of preparing meals at home; how to plan and prepare healthy meals	
how and when to speak to adults (including in school) if they are worried about their health	

Changing and Growing Up

Pupils should have the opportunity to learn…	Where this happens in the PSHE Programme
the external genitalia and internal reproductive organs in males and females	**Y5** Human Life Cycle (Science Curriculum) **Y5** Growing Up (Changes) **Y5** Growing Up (Wellbeing) **Y5** RSHE Workshop 'All the Relationships' inc Inclusivity & Consent and 'Your Private Body" **Y6** Relationships and Responsibility **Y6** RSHE Q&A Workshop
the emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods, body hair); strategies to prepare for and manage these changes	
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	
the facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual wellbeing* **Whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before that age will help pupils understand what to expect, before it happens to them or their peers.*	
Sex education ** about the processes of reproduction and birth as part of the human lifecycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for *** *** While Sex Education is not statutory in primary schools, the Department for Education recommends "that primaries teach Sex Education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science."* **** Pupils may know that sexual intercourse does not always result in a baby and they may already have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.*	

Personal Safety and First Aid

Pupils should have the opportunity to learn…	Where this happens in the PSHE Programme
about the role of rules and laws in keeping people safe	**ALL** Food and Nutrition Curriculum **ALL** Science Curriculum **ALL** Assembly Rota **Y3** Keeping Safe (inc 1st First Aid Workshop) **Y4** Risk **Y5** Self-Care (inc 2nd First Aid Workshop) **Y6** Bikeability **Y6** Physical Safety (inc TfL Independent Travel & Community Police Visit)
about hazards that may cause harm or injury in the home e.g. fire risks; how to help keep themselves safe, including around electrical appliances	
how to predict, assess and manage risk in different situations	
strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (e.g. rail, water, road, cycle and firework safety)	
what is meant by first aid; basic techniques for dealing with common injuries (e.g. bruises, scalds, burns, bleeds) * ** schools might also choose to teach about how to manage asthma attacks, allergic reactions, a person who is choking or unresponsive. For head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person*	
when and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them	

Online Life and Safety - Understanding the Internet

Pupils should have the opportunity to learn…	Where this happens in the PSHE Programme

about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online	**Y3** Taking Care (Digital Life) **Y4** Risk & Rights **Y4** Choices **Y5** Communication **Y6** Economic and Financial Wellbeing **Y6** Digital Wellbeing **In reality, online learning embedded across all PSHE Topics and supported by a comprehensive ICT Curriculum:** **ALL** Safer Internet Day **ALL** ICT Suite Displays **Y3** How the Internet Works **Y3** Safe Surfers **Y3** Interland **Y4** Digital Artists, Image Manipulation and AI Image Generation **Y4** Online Safety: AI and Machine Learning **Y5** Online Safety: AI Generated Images **Y6** Online Safety: Fake News and Deep Fakes (inc Workshop)
about rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent	
how content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see	
how text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation	
what AI is (including generative AI) and where it might be encountered in everyday life	

Online Life and Safety - Risks, Rules and Wellbeing Online

Pupils should have the opportunity to learn…	Where this happens in the PSHE Programme
reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing	**Y3** Taking Care (Digital Life) **Y4** Risk & Rights **Y4** Choices **Y5** Communication **Y6** Economic and Financial Wellbeing **Y6** Digital Wellbeing **In reality, online learning embedded across all PSHE Topics and supported by a comprehensive ICT Curriculum:** **ALL** Safer Internet Day **ALL** ICT Suite Displays **Y3** How the Internet Works **Y3** Safe Surfers **Y3** Interland **Y4** Digital Artists, Image Manipulation and AI Image Generation **Y4** Online Safety: AI and Machine Learning **Y5** Online Safety: AI Generated Images **Y6** Online Safety: Fake News and Deep Fakes (inc Workshop)
the minimum age requirement for social media; how this protects children from inappropriate content or unsafe contact with other social media users	
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	
how AI chatbots work; similarities and differences between interacting with an AI chatbot and a human, and the implications for wellbeing	
how to assess and manage risks relating to online gaming, including the impact of compulsive gaming on health and wellbeing; the risks relating to video game monetisation and loot boxes, as well as other online financial harms including scams and fraud, and their impact on wellbeing	
why and how to use privacy and location settings to protect information	
where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online	

Online Life and Safety - Safe and Respectful Behaviour Online

Pupils should have the opportunity to learn…	Where this happens in the PSHE Programme
similarities and differences between communicating with someone online and offline; the importance of meaningful in-person relationships; that while online communication might enhance some relationships, purely online relationships may be less fulfilling	**Y3** Taking Care (Digital Life) **Y4** Risk & Rights **Y4** Choices **Y5** Communication **Y6** Economic and Financial Wellbeing **Y6** Digital Wellbeing **In reality, online learning embedded across all PSHE Topics and supported by a comprehensive ICT Curriculum:**
that the same principles about how to treat others apply in all contexts, including online	
how someone's online behaviour can affect other people; the importance of, and how to maintain, positive, kind and respectful communication online, including when anonymous	

strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist	**ALL** Safer Internet Day **ALL** ICT Suite Displays **Y3** How the Internet Works **Y3** Safe Surfers **Y3** Interland **Y4** Digital Artists, Image Manipulation and AI Image Generation **Y4** Online Safety: AI and Machine Learning **Y5** Online Safety: AI Generated Images **Y6** Online Safety: Fake News and Deep Fakes (inc Workshop)
about why someone may behave differently online, including pretending to be someone they are not; strategies for evaluating online relationships, recognising risks, harmful content and contact; how to report concerns to trusted adults and reliable sources of support	
the risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet	
how to decide what is appropriate to share online and what should not be shared	
the importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why, and how to report concerns online	

Drug Education

Pupils should have the opportunity to learn…	Where this happens in the PSHE Programme
the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines)	**Y3** Keeping Safe **Y4** Risk & Choices **Y5** Self-Care **Y6** Drugs (inc in Science Curriculum)
how medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma	
to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others	
what can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break	
that there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know	

Economic Wellbeing & Careers Education

Economic Wellbeing	
Pupils should have the opportunity to learn…	**Where this happens in the PSHE Programme**
that people have different attitudes towards saving and spending money	**ALL** Maths Curriculum **ALL** External Financial Workshops **ALL** Grow-a-Fiver Initiative **Y4** Choices **Y6** Economic and Financial Wellbeing
what influences people's decisions about saving and spending, including individual priorities, needs and wants	
how money can affect someone's emotions and wellbeing; how to manage feelings about money, including who to talk to	
that what people do with their money can affect others and the environment (e.g. giving to charity, buying fair trade, buying single-use plastics)	
different ways to keep track of money; how to keep money safe at home, outside the home or in a bank account	
advantages and disadvantages of different ways of paying for things	

Careers Education: Aspirations, Learning and Work	
Pupils should have the opportunity to learn…	**Where this happens in the PSHE Programme**
to recognise their achievements and personal strengths; how to set targets to help achieve their goals	**ALL** Records of Achievement **ALL** Maths Curriculum **ALL** External Financial Workshops **ALL** Careers Day **ALL** Grow-a-Fiver Initiative **Y3** Me & My World **Y3** My Learning **Y4** Identity **Y4** Community **Y4** Choices **Y6** Economic and Financial Wellbeing
to identify and build skills that might help them in their future careers e.g. teamwork, communication, negotiation, critical thinking and digital literacy	
that there is a broad range of different jobs that people can have; that people often have more than one type of job during their career	
that a person's career aspirations should not be limited by stereotypes about particular jobs or career pathways	
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	
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	
that there are different routes into careers (e.g. college, apprenticeship, university)	
about the kind of job that 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	