



Personal, Social, Health and Economic Education (PSHEE) Policy

Including all of the Pre-Prep Department and Early Years Foundation Stage

JGB/CMC

Updated October 2026

Review and Amendment Record

Date	Person Conducting the Review	Changes Made
28/11/18	JERA	Removal of references to old Head of PSHEE; oversight of PSHEE delivery comes under Heads of Years in the prep school
4/11/19	JERA	Inclusion of more detail on how PSHEE is evidenced by year group
4/10/20	JERA	Update to Mark Orders effort bands now from 1-5
20/8/21	JERA	Update to reflect new RSE policy and new thematic programme of study for Key Stage 1-3
7/9/21	JGC	Specific amendments made to reflect Pre-prep PSHE teaching
10/1/24	JGB and CMC	General policy updates including: • incorporated scheme of work, with Zones of Regulation • Assessment, recording and reporting • Inclusion of Head of PSHEE role • Student surveys and wellbeing of pupils
17/09/24	JGB and CMC	Updates made to assessment, recording and reporting to reflect PSHE/Pastoral surveys. Updates to regulatory documents
11/11/25	CMC	Updates to reflect the updated RSE Statutory guidelines. Update to the programme of study to reflect the importance of mental health and wellbeing education
2/10/26	CMC	Update to programme of study to reflect the teaching of misogyny

Background

Personal, Social, Health and Economic Education (PSHEE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. Pupils also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and as members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

PSHEE is taught by every adult that a child comes into contact with at a school. The contribution of the kitchen staff is equally as valued as that of the Headmaster. In all interaction with children we are teaching them something whether in the classroom, or in the corridor. The curriculum is thus both formal and informal.

Regulatory Framework

This policy has regard to the following guidance and advice:

- Personal, social, health and economic (PSHEE) education (DfE, September 2021)
- Keeping Children Safe in Education (DfE, September 2025)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, September 2021)
- Programme Builders for PSHE Education Key Stages 1-2 and 3 (PSHE Association)
- Revised guidance on 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (July 2025).

Aims

PSHEE provides a vital foundation for the personal development of pupils in preparing them for adult life. PSHEE is important in combating the social exclusion and disaffection of any student, with the capacity to equip all young people with the skills and attitudes needed to react positively to the pressures of modern life. Our work in PSHEE enables our pupils to relate well to others, to have understanding of themselves, to make a positive contribution in school, and to be increasingly active citizens.

At Summer Fields we aim to help pupils to:

- develop a healthy, safer lifestyle
- develop confidence and responsibility and make the most of their abilities
- develop good relationships and respect the differences between people.
- focus on mental health and well-being as a priority for their happiness.

The overarching aim for PSHEE is to provide students 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, attitudes, beliefs, rights and responsibilities
- the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives. Teaching will reflect the law, so that students can understand what the law allows and the wider implications of decisions they may have.

Procedures and Practice

1. Roles and Responsibilities:

The Head of PSHEE is responsible for:

- the overall planning, implementation and review of the programme
- ensuring that teachers are aware of, and are responding to, local guidelines and national policy statements in relation of PSHEE
- keeping up to date with other national guidance
- implementing relevant curriculum updates
- ensuring that a variety of teaching approaches will be used to give students relevant information, to enable issues to be explored, and to acquire appropriate skills
- Organising relevant visiting speakers and events to support the teaching of PSHE

The delivery of the PSHE Curriculum for each year group is directly overseen by the Head of Pre-Prep (EYFS and Year 1-3) and Head of PSHEE (Year 4, Years 5 and 6, Years 7 and 8). By overseeing the delivery of the subject in this way, it ensures not only consistent curriculum coverage but also the ability to direct the class teacher or Form Taker's PSHEE delivery in response to the specific needs of their year group. They can react and follow up quickly to any issues as they occur.

2. Creating a safe and supportive learning environment:

We will create a safe and supportive learning environment by ensuring pupils learn in an environment in which their views and needs are respected by their teachers and peers. The learning methods and activities are chosen to provide safe environments for discussion and opportunities for personal reflection. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support from all teaching and support staff adhering to the School's Safeguarding Policy.

3. Equal opportunities:

PSHEE will adhere to our Equality and Diversity policies. Classroom practice and pedagogy takes into account pupils' ability, age, readiness and cultural backgrounds, and is adjusted to enable all pupils to access the learning through differentiation by the class teacher. Wherever possible, children with Learning Support needs will follow the same PSHEE programme of study as all other pupils. Careful consideration will be given by the teacher as to the level of differentiation needed, and in some cases, content and/or delivery may be adapted. Likewise, children identified as more able or gifted will be appropriately stretched and challenged through differentiated learning and higher order questioning/deeper and critical thinking and reflection. We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance.

Full PSHE education provision is accessible to every pupil, although parents have a right to withdraw their children from those parts of RSE not within the national curriculum science programmes of study, as specified in our Relationships, Health and Sex Education (RSE) Policy.

We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure the programme continues to meet the needs of our pupils. This Policy should be read in conjunction with other school policies including:

- Relationships, Health and Sex Education (RSE) Policy

- Behaviour, Rewards and Sanctions Policy
- Countering Bullying Policy
- Safeguarding Policy
- Curriculum Policy
- Equality and Diversity Policy
- Summer Fields Acceptable Use Policy (Pupils and Staff)

4. Planning:

Medium term planning is the responsibility of the class teacher/PSHEE teacher. Weekly planning should be adapted by the teacher from the medium term planning taking into account individual/class/year group needs, abilities and interests. The PSHEE curriculum is carefully planned and assessed using the framework guidance supplied by the PSHEE Association. In addition, we ensure that all statutory requirements outlined by the government recommendations for PSHEE and RSE are comprehensively covered. The Zones of Regulation curriculum is used to teach emotional literacy and self-regulation. This is discreetly taught to each year group using the curriculum and Zones of Regulation curriculum. Self-Regulation is interwoven into other areas and topics of the curriculum where they key concepts are revisited, consolidated and practiced.

To enrich our available resources, the department maintains a subscription with One Decision, which provides a diverse range of materials including videos, writing prompts, and reading materials. The department takes great care in developing and adapting both the lesson content and assessments, ensuring they remain current, up-to-date, and highly relevant to the needs of the boys we teach.

5. Trips, speakers, workshops and productions

Guest speakers and workshops play a crucial role in enriching and enhancing our curriculum. We provide opportunities for guest speakers to contribute their expertise and knowledge, ensuring a diverse and engaging learning experience for our students. Additionally, we invite guest speakers to cover important aspects of the PSHEE/RSE curriculum, ensuring comprehensive coverage. One such company that we collaborate with is Big Talk, known for their delivery of high-quality and age-appropriate sex education from Reception to Year 8. Furthermore, we incorporate workshops and sessions on various topics such as internet safety, equality, and risk management, further broadening the scope of our students' learning.

5. Teaching:

PSHEE is taught in weekly lessons from Year 1 to Year 8. In the EYFS it forms a part of their curriculum and is covered throughout the week in various situations, such as dedicated lessons, snack times, lunch time and playtimes. It also forms a key component of dedicated Form Periods on a Wednesday (Years 7 and 8) and Friday (Years 4-6). Pupils are generally taught in mixed ability class groups with some streaming by ability particularly from year 5 onwards.

PSHEE is taught within a safe and supportive learning environment, where pupils can develop the confidence to ask questions, challenge the information they are offered, contribute their own experiences, views and opinions, and put what they have learnt into practice in their own lives.

PSHEE cannot however be confined to specific timetabled lessons and it is essential to recognise the contribution that every adult can make to the development of each and every pupil. It is therefore

essential that every teacher and adult demonstrates and teaches the skills and attitudes around the school.

There are numerous whole school approaches which also help to deliver aspects of the PSHEE curriculum.

1. Summer Fields school ethos
2. Regular chapel services
3. Daily form periods or form times in Pre-prep
4. Weekly 1-to-1 tutor sessions
5. Whole school, Pre-prep, Senior and Junior Assemblies
6. Pastoral care and guidance
7. Pre-prep ten steps, prep classroom code and school rules
8. Extra-curricular activities
9. School events e.g. expedition days and other trips – co-curricular and educational
10. Visiting speakers, lectures and workshops
11. Teaching of PSHEE through and in other subject areas
12. School council meetings and discussions

6. Curriculum Content

Overview

PSHE Education at our school is delivered through three overlapping and linked 'Core Themes' from the PSHE Association's Programme Builders for Key Stage 1 to 3, and as part of the EYFS framework for Reception. The programme takes a thematic approach, covering all three core themes of the DfE Programme of Study for PSHE Education (2020), and is aligned with the updated 2025 Relationships, Sex and Health Education (RSHE) statutory guidance.

The three core themes are:

- **Health and Wellbeing**
- **Relationships**
- **Living in the Wider World**

The programme builds on developmental progression by revisiting key themes each year, extending prior learning. The updated curriculum places particular emphasis on mental health and emotional wellbeing, ensuring pupils are equipped with the knowledge and skills to understand, protect and improve their own mental health, and to recognise when and how to seek help.

Early Years Foundation Stage (Reception)

PSHE in the Early Years is based on the EYFS Prime Area of Personal, Social and Emotional Development. It focuses on helping children to:

- Understand and talk about their feelings.
- Recognise that it is normal to experience a range of emotions.
- Develop early self-care strategies such as play, rest and talking to trusted adults.
- Form positive relationships and learn to share, cooperate and show empathy.

These concepts are linked to the Development Matters Framework and support pupils' SMSC education, British Values and early health and wellbeing awareness.

Key Stage 1 (Years 1 and 2)

The KS1 scheme of work is centered on the three core themes of Health and Wellbeing, Relationships and Living in the Wider World. Pupils explore topics such as:

- **Healthy lifestyles:** including exercise, sleep and hygiene, and how these affect both physical and mental health.
- **Emotions:** recognising, naming and managing a range of feelings; knowing that it is okay to ask for help.
- **Friendships and family:** how to make and maintain positive relationships, and what to do if they feel lonely or left out.
- **Keeping safe:** including online safety and identifying trusted adults.
- **Rules and responsibilities:** why we have rules and how they help us feel safe.
- **Communities:** beginning to understand fairness, sharing and belonging.

Mental wellbeing is woven throughout: pupils learn that wellbeing is part of everyday life, that simple activities (rest, play, connection) can improve how they feel, and that talking about emotions helps to maintain good mental health.

Key Stage 2 (Years 3 - 6)

Building on Key Stage 1 learning, KS2 pupils explore more complex themes as they grow in independence and understanding. Topics include:

- **Nutrition and food:** understanding balanced diets and their link to both physical and mental health.
- **Aspirations and resilience:** setting goals, managing disappointment and celebrating success.
- **Healthy relationships:** developing respect, consent, and understanding how behaviour affects others' feelings.
- **Diversity and inclusion:** recognising and valuing differences, and challenging discrimination.
- **Online safety and media:** managing screen time, online friendships and recognising the impact of digital life on wellbeing.
- **Seeking help** – understanding when to get support for physical or mental health concerns.
- **Extremism and radicalisation** – understanding belonging, respect and critical thinking.
- **Misogyny and gender issues:** understanding gender stereotypes, recognising disrespectful or harmful attitudes towards girls and women, and developing respectful attitudes and behaviours in relationships and wider society.

Pupils are explicitly taught to recognise early signs of mental distress (e.g. feeling persistently sad, anxious, or withdrawn), and to know where and how to seek help. They explore the link between physical activity, sleep, diet, social connection and mental wellbeing.

Key Stage 3 (Years 7 and 8)

PSHE education at Key Stage 3 acknowledges the changes and challenges of adolescence, including increased independence, social pressure and digital influence. The curriculum focuses on equipping pupils with practical strategies to maintain wellbeing, build healthy relationships and make safe, informed choices.

Key topics include:

- **Transition and change:** managing new environments and responsibilities.
- **Emotional literacy and mental health:** understanding mental health as part of overall health; recognising stress and anxiety; developing coping strategies such as exercise, relaxation, time management and communication.
- **Healthy relationships:** building respect, boundaries and consent; understanding the impact of unhealthy relationships on wellbeing.
- **Social media and digital wellbeing:** recognising online pressures, body image issues and how online interactions can affect self-esteem.
- **Substances and health:** understanding risks and their effect on both physical and mental health.

- **Self-esteem and identity:** exploring how confidence develops and how it is influenced by peers and media.
- **Support networks:** identifying sources of help in school and beyond, knowing how to access professional support for themselves or a friend.
- **Misogyny and gender issues:** recognising gender stereotypes, challenging misogynistic language and attitudes, and understanding how these can influence relationships, behaviour and expectations. Pupils develop respectful attitudes towards all genders and consider the importance of equality, dignity and respect in both online and offline interactions.

By the end of Year 8, pupils will be able to describe positive mental health, understand that everyone's wellbeing can fluctuate, and know practical steps to promote their own and others' emotional health.

Implementation and Whole-School Approach

PSHE, including RSE and Health Education, is taught as part of a whole-school approach to wellbeing, inclusion and safeguarding.

- Mental health and wellbeing are embedded throughout the curriculum and wider school life.
- Staff receive ongoing training to deliver these subjects confidently and to recognise early signs of mental health concerns.
- The curriculum is inclusive and sensitive to all pupils' backgrounds, faiths and identities, including SEND pupils.
- The school works in partnership with parents, carers and external agencies to ensure a consistent, supportive approach to pupil wellbeing.

7. Assessment, Recording and Reporting

As with any learning, the assessment of pupil's personal, social and emotional development is important. It provides information that indicates their progress and achievement and informs the development of the programme.

Pupils' understanding, knowledge and skills are assessed through observation, discussion and questioning and participation in groups. In some activities, self and peer assessment may be used. There are two broad areas for assessment:

- Children's knowledge and understanding. For example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes. For example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Pupils do not pass or fail but have the opportunity to reflect, develop and set personal goals by agreeing strategies for reaching them. Relevant work and reflections are captured in year group PSHEE record books: this includes evidence of work, discussions and outcomes from discrete lessons as well as other school activities which count towards our PSHEE provision, including assemblies, talks/lectures, school trips and other school events.

PSHEE lessons are designed to be interactive and discussion-based, tailored to meet the specific needs of each class. While written work may not always be completed, evidence of learning can be captured through photographs or recordings of the discussions and relevant discussion questions. Feedback is provided to students in real-time during classroom discussions, ensuring immediate engagement and learning outcomes.

While teacher assessment in PSHEE is ongoing, students in the prep school undergo formal assessment on PSHEE topics twice a year. These assessments take place during PSHEE lessons using digital forms, where students demonstrate their understanding of the topics, concepts, and ideas covered. They are also presented with hypothetical scenarios in which they must showcase their ability to make the right decisions, ensuring their safety and acknowledging their personal responsibility toward others. In addition, students have the opportunity to voice their pastoral experiences in the school. The results of these PSHEE/Pastoral assessments allow personalised teaching in lessons, whole school misconceptions to be addressed, as well as providing another pathway for individuals to voice any concerns.

PSHEE progress is communicated to parents through end-of-term reports, which outline the topics covered by each class. This allows parents and guardians to provide support from home if needed. Additionally, they are invited to meet with their child's class teacher or PSHEE teacher during Parent Receptions, parent meetings in Pre-prep or EYFS Next Steps meetings to discuss curriculum content and student performance in greater detail.

Monitoring and evaluation

We will regularly monitor and evaluate our PSHEE scheme of work to ensure that the quality of teaching is consistent, that the curriculum meets national requirements under the statutory guidance, and that learning outcomes are reflective of pupil need.

The Policy will be reviewed by the Head of PSHEE, the Head of Pre-prep and the governors on a regular basis. If changes are needed, relevant members of staff, parents/carers and pupils will be consulted and any amendments clearly communicated.

This policy is available on the school website.

Pupil questions and Pupil voice

PSHEE naturally explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their relationships and the world around them.

Sometimes an individual child will ask an explicit or difficult question in the classroom. If teachers do not feel in a position to immediately address questions, they may defer and seek more information before responding to pupils. The school believes that individual teachers must use their skills and discretion in these situations and if in doubt will seek support or refer any issues or concerns to the Head of Pre-prep, Deputy Head, Head of Year or Designated Safeguarding Lead. Questions will always be answered in an age and developmentally appropriate ways and take into account whether a parent has requested their child to be removed from the RSE elements of the PSHE curriculum.

Students are encouraged to share their thoughts, feelings and experiences in Wellbeing and Welfare audits and surveys. The information gathered helps inform future planning as well as giving teachers opportunities to address any worries or misconceptions.

Parental right to request their child be excused from elements of the PSHE curriculum

The school will communicate to parents what will be taught, and when, in delivering Relationships Education (KS1) and Relationships and Sex Education (KS2 and 3). Parents have the right to

withdraw their son(s) from these lessons and further information on this is included in the School's Relationships, Health and Sex Education (RSE) Policy.

Provision through teaching and learning in other subjects/curriculum areas

The PSHEE programme is just one part of what the school does to help pupils develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The learning provided by the PSHEE education programme supports and is supported by other curriculum areas, cross-curricular learning opportunities and the pastoral system.

The School is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of pupils is the responsibility of all staff (academic, boarding and support), in partnership with families and the wider community. Where appropriate, the school encourages their involvement in the programme.

Provision for aspects of PSHEE and Citizenship made through other subjects may include:

- **English:** skills in enquiry and communication, stories that illustrate aspects of personal and social development, how the media present information.
- **Mathematics:** aspects of financial capability, counting and sharing.
- **Science:** reproductive Biology, health living, safety and the environment.
- **Design & Technology:** health and safety, realising that people have needs as they generate design ideas, knowledge of industrial processes, use of technology and ICT communication of designs to peers.
- **ICT:** communicating with others via e-mail, finding information on the internet and checking its relevance, internet safety and security.
- **History:** use of sources, reasons for and results of historical events, situations and changes, diversity within societies studied, significant people, events, ideas and experiences of people from the past.
- **Geography:** topical issues concerning environment, sustainable development, land use, study of pupils' own locality and places in different parts of the world, including less economically developed countries, understand the diversity of cultures and identities in the UK and the wider world, reflect on the consequences of their own actions in situations concerning places and environments, understand their rights and responsibilities to other people and the environment.
- **Art and Design:** reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures, promoting oneself and representing personality through self-portraiture, evaluating performance, providing and accepting constructive criticism in their own and others' work.
- **Music:** making the most of abilities in playing or singing, self-esteem through performance, the ability to work together as part of a team, how music can portray human emotions, issues of cultural diversity, their value and their expression.
- **Physical Education:** teaching and learning about health and safety, personal hygiene, development of personal and social skills through team and individual activities, games and sports.
- **RS:** religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.
- **MFL:** communicating with others via email and letter writing, knowledge and understanding of different cultures and customs, learning about different countries in the world, finding out information from the internet.

- **Drama:** exploring issues such as peer pressure, stealing, bullying, through drama activities. Skills in enquiry and communication. Development of personal and social skills through group and individual activities. Developing empathetic responses to differing characters.

Safeguarding and Child Protection

At Summer Fields we acknowledge that PSHEE is essential for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education (Sept 2025).

Teachers will follow the School's policy on confidentiality between themselves and pupils. Pupils should be reassured that their interests will be maintained, but teachers cannot offer or promise absolute confidentiality. Teachers will follow the School's Safeguarding Policy if a child protection issue is raised.

	Science	PSHEE			Other E.g. – TPR or events
		Health and Wellbeing	Healthy relationships	Living in the wider world	
PRE-PREP					
EYFS	Simple life cycles Changes from baby to adult (humans and animals) Different senses and body parts associated with these	Managing emotions Healthy eating choices Keeping clean and healthy Why am I special? How have I changed since a baby? Keeping physical	Good and bad touch Feelings and behaviours Following rules and right/wrong Big talk education – bodies, feelings, secrets, teasing and bullying	Similarities and differences between people Using a computer safely People in the community – at school and local community	Mental health week assembly and events International Women’s day assembly British values assembly Thematic assemblies across the year Special people visits – PCSO, firemen, doctors etc.
Year 1	Parts of a plant – includes very simple reproduction	<u>Growing and changing:</u> Recognising what makes you unique and special; feelings, choices and consequences	<u>Families and friendships:</u> Roles of different people, families, feeling cared for	<u>Belonging to a community:</u> What rules are, caring for others’ needs; looking after the environment	NSPCC pants assembly Zones of regulation curriculum for all year groups.
	Name and label parts of the human body	<u>Keeping safe:</u> How and why rules help us, keeping safe online and in society	<u>Respecting ourselves and others:</u> How behaviour affects others; being polite and respectful, Pre-prep ten steps	<u>Media literacy and digital resilience:</u> Using the internet and digital devices	
	Know that animals, including humans, have	<u>Physical health and Mental wellbeing:</u> Managing emotions Keeping healthy, food and exercise, hygiene routines	<u>Safe relationships:</u> Recognising privacy, staying safe, seeking permission, recognising hurtful behaviour	<u>Money and Work:</u> Strengths and interests; jobs in the community	

Year 2	offspring that grow into adults	<u>Growing and changing:</u> Growing older, naming body parts, moving class or year	<u>Families and friendships:</u> Making friends, feeling lonely and getting help	<u>Belonging to a community:</u> contribute to life of school, different groups and communities
		<u>Keeping safe:</u> Healthy lifestyle and healthy diet	<u>Respecting ourselves and others:</u> Similarities and differences, playing and working cooperatively, sharing opinions	<u>Money and Work:</u> medicines and keeping healthy, managing feelings and asking for
		<u>Physical health and Mental wellbeing:</u> Managing emotions medicines and keeping healthy, managing feelings and asking for help	<u>Safe relationships:</u> Big talk education – bodies, feelings, secrets, teasing and bullying	<u>Media literacy and digital resilience:</u> The internet in everyday life; online content and information
Year 3	Life processes – reproduction included in this plant parts	<u>Growing and changing:</u> Strengths and achievements, managing and reframing setbacks	<u>Families and friendships:</u> what makes a family, features of family life, different families	<u>Belonging to a community:</u> The value of rules and laws, rights, freedoms and responsibilities
		<u>Keeping safe:</u> Risks and hazards, safety in the local environment and unfamiliar places	<u>Respecting ourselves and others:</u> Recognising respectful behaviour, self-respect, courtesy and being polite	<u>Media literacy and digital resilience:</u> How the internet is used, assessing information online
		<u>Physical health and Mental wellbeing:</u> Managing emotions keeping teeth healthy, what affects feelings, expressing feelings	<u>Safe relationships:</u> Personal boundaries, safely responding to others, the impact of hurtful behaviour	<u>Money and Work:</u> Different jobs and skills, job stereotypes, setting personal goals
PREP				

Year 4	Life cycles and life processes	<u>Physical health and Mental wellbeing:</u> Managing emotions maintaining a balanced lifestyle; oral hygiene and dental care	<u>Families and friendships:</u> positive friendships (including online)	<u>Belonging to a community:</u> what makes a community; shared responsibilities.	International Women’s day assembly
		<u>Growing and changing:</u> physical and emotional changes in puberty; external genitalia; personal hygiene and routines; support with puberty.	<u>Safe relationships:</u> responding to hurtful behaviour; managing confidentiality; recognising risks online.	<u>Media literacy and digital resilience:</u> how data is shared and used.	Anti-Bullying week Mental health awareness sessions
		<u>Big talk education:</u> introduction to basic reproduction			Basic First Aid training
		<u>Keeping safe:</u> medicines and household products; drugs common to everyday life.	<u>Respecting ourselves and others:</u> respecting differences and similarities (race/ethnicity, sexual orientation and diverse family structure); discussing differences sensitively.	<u>Money and Work:</u> making decisions about money; using and keeping money safe.	Big talk education – introduction to reproduction – including contraception for years 5 and 6 Zones of regulation curriculum for all year groups.
					Visiting speakers
Year 5		<u>Physical health and wellbeing:</u> Managing emotions healthy sleeping habits; sun safety; medicines, vaccinations, immunisations and allergies.	<u>Families and friendships:</u> managing friendships and peer influence	<u>Belonging to a community:</u> protecting the environment; compassion towards others.	Assemblies
		<u>Growing and changing:</u> personal identity; recognising individuality and different qualities; mental wellbeing. <u>BigTalk education:</u> reproduction including contraception	<u>Safe relationships:</u> Physical contact and feeling safe.	<u>Media literacy and digital resilience:</u> how information online is targeted; different media types (their role and impact); ‘fake news’	

		<u>Keeping Safe:</u> keeping safe in different situations, including responding in emergencies; first aid.	<u>Respecting ourselves and others:</u> responding respectfully to a wide range of people; recognising prejudice and discrimination.	<u>Money and work:</u> identifying job interests and aspirations; what influences career choices; workplace stereotypes.	
Year 6	Sexual and asexual reproduction	<u>Physical health and wellbeing:</u> Managing emotions Emotional literacy what affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online.	<u>Families and friendships:</u> attraction to others; romantic relationships; civil partnership and marriage.	<u>Belong to a community:</u> valuing diversity; challenging discrimination and stereotypes	
		<u>Growing and changing:</u> human reproduction and birth; increasing independence; managing transitions <u>BigTalk education:</u> reproduction including contraception	<u>Safe relationships:</u> recognising and managing pressure; consent in different situations.	<u>Media literacy and digital resilience:</u> evaluating media sources; sharing things online	
		<u>Keeping safe:</u> keeping personal information safe; regulations and choices; drug use and the law; drug use and the media.	<u>Respecting ourselves and others:</u> expressing opinions and respecting other viewpoints, including discussing topical issues	<u>Money and work:</u> influences and attitudes to money; money and financial risks	
Year 7	Adolescence and puberty	Health and puberty: Healthy routines, influences on health,	<u>Diversity:</u> Diversity, prejudice, and bullying	<u>Developing skills and aspirations:</u> Careers,	Big talk education - puberty, healthy

	Female and male reproductive systems	puberty, unwanted contact, and FGM		teamwork and enterprise skills, and raising aspirations	relationships, diversity of relationships
	Intercourse and Fertilisation	Differences in Senior part of the school, personal safety in and outside school, including first aid	<u>Building relationships:</u> Self-worth, romance and friendships (including online) and relationship boundaries	<u>Financial decision making:</u> Saving, borrowing, budgeting and making financial choices	Mental health awareness sessions
Year 8	Menstrual cycles	<u>Drugs and alcohol:</u> Alcohol and drug misuse and pressures relating to drug use	<u>Discrimination:</u> Discrimination in all its forms, including racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<u>Community and careers:</u> Equality of opportunity in careers and life choices, and different types and patterns of work	Zones of regulation curriculum for all year groups.
	Foetal development and childbirth	<u>Emotional wellbeing:</u> Managing emotions Emotional literacy Mental health and emotional wellbeing, including body image and coping strategies	<u>Identity and relationships</u> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	<u>Digital literacy:</u> Online safety, digital literacy, media reliability, and gambling hooks	