



Glendower Preparatory School

PSHEE Policy

2024-2025

Reviewed: Feb 2024
Next Review: Feb 2025

PSHE POLICY

Glendower Preparatory School acknowledges the assistance provided by guidance documents prepared by the following public bodies:

- The Department for Education (DfE)
- The Independent Schools Inspectorate (ISI)

Reviewed: Feb 2024

Next Review: Feb 2025

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This policy also relates to EYFS.

To be read in conjunction with:

- Anti-bullying Policy
- Behaviour Policy
- Curriculum Policy
- PSHE Association Thematic model plan
- PSHEE Jigsaw Scheme of Work
- Safeguarding and Child Protection Policy
- Relationships and Sex Education (RSE) Policy
- Special Educational Needs and Disability Policy
- Social, Moral, Spiritual and Cultural Policy
- EYFS Policy

POLICY FOR PERSONAL, SOCIAL, HEALTH and ECONOMIC EDUCATION

1. Definition and Aim

At Glendower we feel that it is essential that our pupils are given opportunities for personal and social development and that they recognise their role in the school community and thereafter, both locally and in a wider sense.

It is through Personal, Social, Health and Economic Education (PSHEE) and alongside other lessons, that pupils at Glendower are given the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. The school 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. These are embedded and promoted throughout the PSHEE curriculum and other curriculum areas such as history, geography, RE and English as well as extra-curricular activities. 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 the school and the local and wider community. (See appendix for a full breakdown of how the school promotes these fundamental British values.)

The girls learn to recognise their own worth, work well with others and become increasingly independent learners. They reflect upon their experiences and understand how they are developing personally and socially, and they learn about the spiritual, moral, social and cultural issues that are all part of growing up.

We use PHSEE to help build positive working relationships between the children and staff, where all members of our school family are valued as individuals.

2. Scope

PSHEE is an essential part of the school curriculum and as such provides a broad and balanced foundation to promote the spiritual, moral, cultural, mental and physical development in school and society.

The core and foundation subjects of the National Curriculum do not by themselves make up the whole curriculum but are required to be augmented by PSHEE. The elements of PSHEE will therefore be covered by parts of the core curriculum and by additional, separate components. Some of these components include teaching the girls to:

- think and act for themselves
- take pride in themselves and their community and participate in the process of democracy - understanding how citizens can influence decision-making through the decision-making process, particularly through School Council
- understand that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts remain independent
- exercise self-discipline and self-reliance in the face of social pressures and the complexities of life
- have the independence of mind to question and seek to improve themselves and society, whilst respecting the law and authority, appreciating that living under the rule of law protects individual citizens and is essential for their well-being and safety
- have tolerance, acceptance and respect for themselves and others around them, especially those from different backgrounds, cultures, faiths or beliefs (or those that have none) and that these should not be the cause of prejudicial or discriminatory behaviour
- understand religion and respect other faiths, appreciating that the freedom to hold other faiths and beliefs is protected in law
- understand what a healthy lifestyle is in terms of diet and exercise
- recognise the rights and responsibilities of all citizens
- value and respect belongings/living things/the environment
- share/co-operate to build and maintain friendships

- say sorry and forgive others
- challenge stereotypes and bias and understand the importance of identifying and combatting discrimination
- understanding relationships

In Years 4, 5 and 6, the girls also learn about puberty, growing up and reproduction.

3. The content and teaching of the PSHEE Curriculum

The content of the PSHEE Curriculum is laid out from Year 1 to Year 6 as a thematic model produced by the PSHE Association. This cyclical scheme of learning aims to develop the emotional literacy and spiritual, moral, cultural and social (SMSC) development of our pupils. Each term, the same theme/topic is explored at an age-appropriate level across the year groups 1 to 6. See Appendix 3.

Autumn: Relationships

1. Families and friendships
2. Safe relationships
3. Respecting ourselves and others

Spring: Living in the Wider World

1. Belonging to a community
2. Media literacy and digital resilience
3. Money and work

Summer: Health and Wellbeing

1. Physical health and mental wellbeing
2. Growing and changing
3. Keeping safe

In the EYFS, a combination of the Early Years Framework (Personal, Emotional and Social Development) along with the Jigsaw scheme of work is followed.

EYFS Themes:

Kind Hands - sharing and caring for those around us

Emotional Literacy - understanding our feelings, how to manage them and understanding that others around us may feel differently

Looking after our bodies - healthy living and washing our hands

Independence - being able to make our own choices and do our own personal tasks

Readiness for Reception - confidence, resilience and ability to engage with a range of peers.

In addition to the PSHE Association and Jigsaw scheme, the PSHEE curriculum incorporates aspects of Mindfulness to promote the emotional well-being and mental health of our pupils. In Year 3/early Year 4, the 12-week Paws b mindfulness programme is introduced. Mindfulness has been implemented throughout the Prep School and this is now followed up by extracurricular clubs, which the girls can attend should they wish to practise their skills.

Pupils are also encouraged to develop their reasoning and critical thinking skills. Through philosophical enquiry and self-reflection, pupils can become more engaged in their learning as well as develop self-awareness, coping strategies, empathy and other important social skills. Pupils will be encouraged to raise questions, share and refine ideas and this will enable them to become even more engaged in their learning. They are also encouraged to develop a greater understanding of the opinions and feelings of others.

The curriculum is flexible in that teachers are encouraged to use PSHEE sessions to respond to any particular class needs or issues that may arise throughout the year. The curriculum is reviewed regularly giving opportunities for any amendments to be incorporated into the schemes of work for the following year.

4. Delivering the PSHEE Curriculum:

In the Pre Prep and Prep departments, each form group receives one lesson of approx. 45 minutes per week. In the EYFS PSHEE is taught through Circle Time sessions and additional sessions as appropriate. PSHEE is delivered using a variety of strategies including:

- Individual, peer group and collaborative group work
- Discussions, drama and role-play
- Problem solving activities
- Games
- Circle time
- Outside groups and speakers coming into the school to teach the girls certain topics
- Internet resources, PSHEE subscriptions and websites
- Stories
- Assemblies
- Workshops
- Scrapbooks

5. Cross-curricular links and Computing

PSHEE provides many opportunities for cross-curricular links. In particular:

- Science: our bodies and how to look after them physically and emotionally including during puberty
- Computing: collaborative work and using the Internet responsibly
- English: skills in enquiry and communication, drama and role play
- Maths: aspects of financial capability, counting and sharing
- History: diversity within societies studied; significant people, events, ideas and experiences of people from the past
- Geography: study of pupils' own locality and places in different parts of the world including less economically developed countries, also protecting and sustaining the environment
- RE: religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships
- Charity work: the pupils learn the importance of charity and fundraising through whole school initiatives that are run.

6. People and Resources

The PSHEE programme is delivered to each class by their form teacher and is coordinated by the Deputy Head Pastoral. The Head of Science delivers the menstruation module to Year 4 in the summer term (timing recommended by the DfE), and also delivers the sex education/reproduction module to Year 6 in the same term. These lessons are reinforced by complimentary lessons in PSHEE delivered by the form teacher (when appropriate).

Resources: The Glendower 6 R's are used as the basis for the planning and structure EYFS PSED lessons. 1Decision, Growing up with Jasmine and Tom and Kapow Education online subscriptions are used from Years 1 to 6. Additionally, all staff access other material from a variety of sources as appropriate for the topic and recommended by the PSHE Association.

As part of their Post-11+ Programme, Year 6 pupils participate in a wide range of activities from the second half of the spring term until the end of the summer term. Activities can vary slightly from year to year but provide a range of opportunities for the girls to develop their social skills, emotional intelligence, leadership capacity and to equip them for their transition to senior school. A residential trip is included, and other components of the programme may comprise of:

- First Aid course in Duke Of Edinburgh award
- Talk on Senior School by past pupils

- Transport for London safety talk
- Sports Leadership Award
- Questo online entrepreneurial project Careers talks
- Debating competitions
- Reading mentorship scheme with Reception girls
- **GlenPark Club working with Afghan refugees in a local primary school** – project TBC
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- Poetry Day (part of National Poetry Week)
- IT skills -3D Modelling Workshop
- Latin workshop
- Understanding and dealing with change workshop with Kate Ludlam (school mindset coach)
- Spanish Week culminating in an optional residential trip to Madrid
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- STEM repair workshop

Community based project- Vauxhall City Farm

7. Equal opportunities

We ensure that all children reach their full potential regardless of race or social background. We aim to make the subject interesting and relevant to everyone, with teachers ensuring that no particular group dominates any aspect of the teaching or learning situation. The subject content reflects a multi-cultural society and one in which the pupils live.

8.Special Educational Needs and Disability

We recognise that children have different needs in their ability to learn and we cater for this by planning a variety of approaches. Provision is made for the very able child and for the less able, as well as those with disabilities and for whom English is an additional language. It is our aim to operate an inclusive policy in PSHEE. The Pupil Profiles are taken into consideration when planning PSHEE sessions.

9. Assessment

There are no statutory requirements for end of key stage teacher assessment in PSHEE. Nevertheless, throughout the themes, children are encouraged to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning. Each class from Year 1 to Year 6 uses a PSHEE scrapbook or an exercise book to reflect upon and record what they have learnt.

Baseline assessments can be completed at the beginning and end of each theme which give a clear indication of the progress made.

The pupils complete a self-assessment form twice a year, which is then added to their End of Term academic reports. They review their strengths and weaknesses over the term, just as they do in other subject areas.

Appendix 1:
Glendower Preparatory School
Spiritual, Moral, Social and Cultural (SMSC) Development

Prepared by Deputy Head Pastoral

In consultation with the SLT

This appendix should be read in conjunction with the PSHEE Policy, Curriculum Policy and Promoting British Values Appendix.

At Glendower Preparatory School (GPS), we recognise that the personal development of the girls' spiritual, moral, social and cultural education plays a significant part in their ability to learn and achieve. We aim to provide an education which provides the girls with opportunities to explore their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of many different cultures. All curriculum areas have a contribution to make to the girls' SMSC development and opportunities for this will be planned when possible. Whilst each dimension is outlined separately below, there is a great deal of overlap between the four areas.

All adults at GPS will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families. The school community is a place where the girls can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils should learn to differentiate between right and wrong in so far as their actions affect other people. They will be encouraged to value themselves and others. The Glendower Golden Rules, the Glendower Guide to Good Behaviour and our Staff Code of Conduct, help everyone in our community to understand what we expect as a school.

The girls should understand the need for rules and the need to abide by them for the good of everyone. The school and class rules should reflect, reiterate, promote and reward positive behaviour and promote opportunities to celebrate the girls' work and achievements.

SPIRITUAL DEVELOPMENT

GPS aims to encourage spiritual development by giving the girls opportunities to:

- learn about different beliefs and views, and to develop the girls' ability to express their own in an informed and unprejudiced way
- appreciate that human endeavour is expressed in many forms and that there are, and have been, many ways in which different people express beliefs and live their lives as a form of spiritual expression
- reflect on and appreciate their own and others' work with a sense of value, emotion and feeling.
- express a sense of delight at their own and others' achievements
- understand that quality of life can be influenced through an interaction with other people, nature, the arts and sciences
- recognise and value the worth of everyone's' contribution to the whole school community
- express themselves creatively within the curriculum and extra-curricular activities
- feel a wide variety of emotions through a response to experiences encountered in the curriculum and extra-curricular activities
- encounter and experience a spiritual dimension to human experience through, for example, reflection, poignancy, exhilaration, the wonder of growth and natural phenomena
- reflect on and celebrate nature as a source of inspiration

MORAL DEVELOPMENT

Glendower develops the girls' moral development by:

- providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- promoting racial, religious and other forms of equality

- giving the girls opportunities across the curriculum to explore moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- developing an open and safe learning environment in which the girls can express their views and practise moral decision making
- rewarding expressions of moral insights and good behaviour
- recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- encouraging the pupils to take responsibility for their actions, for example, respect for property, care of the environment, developing codes of behaviour
- providing models of moral virtue through literature, humanities, sciences, arts and assemblies
- reinforcing the school's values through images, posters, classroom displays

SOCIAL DEVELOPMENT

Glendower develops the girls' social development by:

- identifying key values and principles on which school and community life is based
- fostering a sense of community with common, inclusive values
- encouraging the girls to work co-operatively
- encouraging the girls to recognise and respect social differences and similarities
- providing positive experiences to reinforce our values as a school community, for example through assemblies, team building exercises, residential experiences, school productions
- helping the girls develop personal qualities which are valued in a civilised society for example thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence, self-respect and an awareness of others' needs
- providing opportunities for engaging the democratic process and participating in community life
- providing opportunities for the girls to exercise leadership and responsibility
- providing positive and effective links with the world of work and the wider community

CULTURAL DEVELOPMENT

The girls should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done across many curriculum areas and Glendower develops the girls' cultural development by:

- extending the girls' knowledge and use of cultural imagery and language
- encouraging them to think about special events in life and how they are celebrated
- recognising and nurturing particular girls and talents
- providing opportunities for girls to participate in literature, drama, music, art, crafts and other cultural events and encouraging the girls to reflect on their significance
- reinforcing the school's cultural links through displays, posters and exhibitions
- developing partnerships with outside agencies and individuals to extend the girls' cultural awareness, e.g. theatre, museum and gallery visits
- engaging with artists, musicians, dancers, storytellers and religious representatives who visit the school
- participating in school and community events such as Christmas bazaar, fund-raising events and charitable and outreach activities

Links with the wider community

Glendower has many close links with the local community, charities and schools and additionally has close ties to HTB St Augustine's church. These links foster an attitude of care and concern in the girls who commit themselves readily to such activities as fund-raising for the school's nominated charities, supporting the PA fundraising, collecting harvest festival gifts for those in need, and carol singing in local homeless and elderly drop-in centres. Our girls compete in district and national sporting and other competitions. The

recent appointment of a Director of Partnerships and Development will continue to build existing links and foster new ones.

Pupil voice

Glendower encourages the girls to give their input to what happens within the school and classroom. Our aim is for them to know that their expertise, opinions and ideas are valued in all aspects of school life. The pupil voice permeates all levels of our work together and the girls are actively encouraged to contribute to the over-arching ethos of the school.

Key areas of school life where evidence of SMSC development can be found:

- School behaviour policy
- Golden Rules
- Glendower Guide to Good Behaviour
- Corridor and classroom displays
- Competitions
- Positive relationships between staff and pupils
- Assemblies
- Extra-curricular activities
- Visits and visitors, etc
- Residential trips – domestic and international
- Lunch and play times
- PSHEE/RSE/RE lessons
- Community links
- School council involvement
- Themed days/weeks
- Cultural experiences
- **Zones of Regulation**
- **My Voice Box**
- **Mindfulness**
- **Glendower Gratitude Statement**

Appendix 2: Glendower Prep School - Promoting British Values

| Value | How we promote it |
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| <p>Democracy</p> <p>Links to school values: Respect Tolerance Understanding</p> <p>UN CRC Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</p> | <p>We have a pupil-elected school Council which includes all pupils from Y1 to Y6</p> <p>Pupils are involved in voting for a range of posts within the school. These include Form and Vice Captains, Head Girl and pupil playground monitors (Y2). Pupils are aware that the democratic process is important in ensuring fairness and effective representation.</p> <p>The PSHEE scheme supports the concept of democracy. Ancient Greece is taught in history and this helps understand the beginnings of democracy. Parliamentary Week is a focus of study.</p> <p>In additions pupil choices are sought for lunchtime food choices, playground equipment and which charities the school will support.</p> <p>The school holds an annual election.</p> |
| <p>The rule of law</p> <p>Links to school values: Respect Co-operation Courage</p> <p>UN CRC Article 19: Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.</p> | <p>The school has a robust Behaviour Policy which clearly sets out expectations of the pupils. Girls are required to sign our “Glendower Guide to Good Behaviour” and to follow class rules and the Golden Rules at all times.</p> <p>Good and caring behaviour is recognised in certificate assemblies with awards for “Star of The Week”, Kindness, Effort, Progress and Achievement. In addition, Reception and Pre Prepawards a weekly certificate for following one or more of the Golden Rules.</p> <p>The PSHEE programme reflects the importance of the rule of law.</p> <p>Our safeguarding policy sets out very clear guidelines to ensure the protection of our pupils and this is overseen by our Designated Safeguarding Lead.</p> <p>The school looks to build links with local PCSOs and police officers to help emphasise the importance of following the law within the wider community.</p> <p>In addition, there are clear sets of rules for other situations such as using computers or how to behaving in the dining hall.</p> |
| <p>Individual liberty</p> <p>Links to school values: Respect Courage</p> <p>UN CRC Article 31: All children have a right to relax and play, and to join in a wide range of activities.</p> <p>UN CRC Article 15: Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p> | <p>Our PSHEE Scheme teaches pupils about the importance of personal responsibility, choices, ambition and aspiration.</p> <p>Pupils are encouraged to follow and develop individual interests within the school – such as music, sport and drama. Individual interests undertaken within the wider community are celebrated in our weekly newsletter.</p> <p>Pupils are encouraged to make correct choices to keep themselves safe at all times – this is done through rules and guidelines and emphasised in assemblies and through the PSHEE Policy.</p> <p>Pupils are encouraged to select from a wide range of before and after school clubs which support individual interests.</p> <p>Visitors of other faiths (and current staff with personal faiths) are welcomed and encouraged to share their beliefs with the pupils. Pupils are also given the opportunity to visit places of worship within the community.</p> |

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| <p>Mutual respect</p> <p>Links to school values: Respect Friendship Co-operation</p> <p>UN CRC Article 2: The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.</p> <p>UN CRC Article 30: Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.</p> | <p>We have high expectations of pupil conduct and this is reflected in our Behaviour Policy. Through our school's values, PSHEE/RSE scheme, circle time and other focused teaching sessions, children are taught to respect each other, be cooperative and collaborative and look for similarities while being understanding of differences. Mutual respect is demonstrated by such after school clubs as debating, where other views and opinions are shown to have value and validity. All pupils are encouraged to understand the need to listen to the ideas of others and celebrate in their achievements. These values are reflected in school policies and the Golden Rules. Through circle time pupils are encouraged to be aware of the need to listen to others and take turns when offering ideas.</p> |
| <p>Tolerance of different faiths and beliefs</p> <p>Links to school values: Respect Tolerance/Understanding</p> <p>UN CRC Article 14: Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.</p> | <p>Our school curriculum for RE promotes tolerance and understanding of all faiths and beliefs. Pupils study the main faiths during their time at school and gain an understanding of different stories and customs. Assembly speakers often use stories from different faiths to both celebrate difference and highlight similarities between faiths. We often draw on the personal faith of both staff members and parents who can share their own personal beliefs with pupils. Pupils of all faiths are always encouraged to share their experiences either within the classroom or within the school. Significant religious festivals of all faiths are celebrated either as a school or as a class. These may include but are not limited to Christmas, Chanukah, Holi, Diwali and Eid.</p> |

| | Autumn: Relationships | | | Spring: Living in the wider world | | | Summer: Health and Wellbeing | | |
|--------|--------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| | Families and friendships | Safe relationships | Respecting ourselves and others | Belonging to a community | Media literacy and digital resilience | Money and work | Physical health and Mental wellbeing | Growing and changing | Keeping safe |
| Year 1 | Roles of different people; families; feeling cared for | Recognising privacy; staying safe; seeking permission | How behaviour affects others; being polite and respectful | What rules are; caring for others' needs; looking after the environment | Using the internet and digital devices; communicating online | Strengths and interests; jobs in the community | Keeping healthy; food and exercise, hygiene routines; sun safety | Recognising what makes them unique and special; feelings; managing when things go wrong | How rules and age restrictions help us; keeping safe online |
| Year 2 | Making friends; feeling lonely and getting help | Managing secrets; resisting pressure and getting help; recognising hurtful behaviour | Recognising things in common and differences; playing and working cooperatively; sharing opinions | Belonging to a group; roles and responsibilities; being the same and different in the community | The internet in everyday life; online content and information | What money is; needs and wants; looking after money | Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help | Growing older; naming body parts; moving class or year | Safety in different environments; risk and safety at home; emergencies |
| Year 3 | What makes a family; features of family life | Personal boundaries; safely responding to others; the impact of hurtful behaviour | Recognising respectful behaviour; the importance of self-respect; courtesy and being polite | The value of rules and laws; rights, freedoms and responsibilities | How the internet is used; assessing information online | Different jobs and skills; job stereotypes; setting personal goals | Health choices and habits; what affects feelings; expressing feelings | Personal strengths and achievements; managing and reframing setbacks | Risks and hazards; safety in the local environment and unfamiliar places |
| Year 4 | Positive friendships, including online | Responding to hurtful behaviour; managing confidentiality; recognising risks online | Respecting differences and similarities; discussing difference sensitively | What makes a community; shared responsibilities | How data is shared and used | Making decisions about money; using and keeping money safe | Maintaining a balanced lifestyle; oral hygiene and dental care | Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty | Medicines and household products; drugs common to everyday life |
| Year 5 | Managing friendships and peer influence | Physical contact and feeling safe | Responding respectfully to a wide range of people; recognising prejudice and discrimination | Protecting the environment; compassion towards others | How information online is targeted; different media types, their role and impact | Identifying job interests and aspirations; what influences career choices; workplace stereotypes | Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies | Personal identity; recognising individuality and different qualities; mental wellbeing | Keeping safe in different situations, including responding in emergencies, first aid |

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|--------|------------------------------------------------------------------------------|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Year 6 | Attraction to others; romantic relationships; civil partnership and marriage | Recognising and managing pressure; consent in different situations | Expressing opinions and respecting other points of view, including discussing topical issues | Valuing diversity; challenging discrimination and stereotypes | Evaluating media sources; sharing things online | Influences and attitudes to money; money and financial risks | What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online | Human reproduction and birth; increasing independence; managing transition | Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media, FGM |
|--------|------------------------------------------------------------------------------|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|