

## **PERSONAL, SOCIAL & HEALTH EDUCATION POLICY**

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**Policy Statement (1)**

AKS Lytham provides Personal, Social & Health Education to all pupils, in support of the school's stated aims and ethos. The particular aspects below underpin the principles and practices of our school's schemes of work at respective stages:

- "...while educating and preparing our pupils to be responsible, courteous, and compassionate young people of integrity, able and willing to serve and lead in our future society..."
- "...whilst considering the needs and rights of others..."

PSHE includes all teaching and informal activities which are planned to enhance the development of the following areas relating to personal and social issues:

- 1) The development of knowledge and understanding.
- 2) The exploration of attitudes and values.
- 3) The development of abilities and skills.

There is effective preparation for future life in British society by developing in every young person the values, skills and behaviours they need to get on in life. All children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment.

Although it is recognised that a substantial amount of personal and social education takes place throughout the curriculum it is still felt necessary to supplement this education with formal PSHE lessons. In general, these lessons explore topics which are related to the aims of PSHE but are dealt with elsewhere in the curriculum in a fragmented way, or not at all.

There are some aspects of PSHE which are effectively dealt within RS lessons, specifically questions of how to live in a multi faith community with those of a different religious or non-religious belief system to oneself, and how to celebrate a multi-cultural society, while acknowledging the issues and solutions that a multi-cultural or multi faith society may raise.

**Policy Statement (2)**

- 1) This policy applies to all members of the AKS Lytham school community, including those in our EYFS setting.
- 2) AKS Lytham implements this policy through adherence to the procedures set out in the rest of this document.
- 3) This policy is made available to all interested parties in accordance with our *Provision of Information* policy. It should be read in conjunction with the school's *SMSCD*, *E-Safety*, *RSE (Relationship and Sex Education)* and *Curriculum* policies.

- 4) AKS Lytham is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's *Equal Opportunity* policy document
- 5) This policy is reviewed at least annually, or as events or legislation changes require, by the Head of PSHE, the Whole School Leadership Team and the Local Governing Body. The deadline for the next review is no later than 12 months after the most recent review date indicated above.
- 6) The Local Governing Body will renew on a later date but as of this time it is a live document and practiced in the school.

### **Key Personnel**

- 1) David Harrow: Headmaster
- 2) Heather House: Head of PSHE (SS)
- 3) Amanda Ilhan: Head of Nursery and Preparatory School
- 4) Allan McKeown: Senior Deputy Head
- 5) Phil Hayden: Deputy Head (Pastoral)
- 6) Amanda Briggs: PSHE and Wellbeing Co-ordinator (Prep School)
- 7) Katherine Barker: EYFS Co-ordinator
- 8) Zoe Uphill: PEAKS Plus Co-ordinator (was Sixth Form Enrichment)

### **PSHE in the Senior School**

#### **1 – Content**

The content of PSHE lessons varies widely but is best expressed in terms of the following four strands:

- 1) Developing pupil self-knowledge, self-esteem and self-confidence, as well as responsibility and independent thinking, in order to show initiative and make the most of their abilities, as well as 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 by becoming confident and positive contributors.
- 2) Developing healthy, safer lifestyles, accepting responsibility for their own behaviour. This includes developing economic wellbeing and financial capability as well as learning about and reflecting on keeping safe in the digital world. Developing good relationships and respecting the differences between people, as well as an appreciation of and respect for their own and other cultures, including racial and cultural diversity, and taking steps to avoid and resist racism. This also encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act (2010). This includes ensuring that pupils do not form a negative or restrictive view of the role of the opposite sex, or of those with other protected characteristics, such as race.

- 3) This includes being able to identify the features of both a healthy and an unhealthy relationship and how to navigate the issues arising from this. This also includes preparing for the world of work. The PSHE programme also allows pupils to learn about the achievements of other cultures, including those outside Europe and to learn about further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for own and other cultures.
- 4) Developing an awareness of active citizenship, including distinguishing right from wrong, respecting criminal and civil law and having a broad general knowledge of public institutions and services in England, including encouraging pupils to respect the fundamental British values of democracy and support for participation in the democratic process including respect for the basis on which the law is made and applied in England.

All staff who teach PSHE are aware of their responsibilities under the 'Prevent' legislation, and have undertaken training on this. Staff know that this precludes the promotion of partisan political views in the teaching of any subject in the school.

All staff who teach PSHE have completed a 5-module course on Safeguarding.

While they are in attendance at the school, pupils must be offered a balanced presentation of opposing views. This also applies to visiting speakers or activities organised by or on behalf of the school to ensure there is a balanced presentation of opposing views and any promotional material that is distributed at the school or elsewhere to ensure they are offered a balanced presentation of opposing views.

Where appropriate, specialist external speakers will be used to complement the work that is undertaken in the classroom. In recent years external speakers have contributed in the following areas: Online Safety (CEOP), Lancashire Police, Road Safety Unit, Fire Brigade, Addaction (alcohol and drugs), Hate Crime squad (racism), Dove (self-esteem) and Relationships and Sex teaching (Blackpool Sexual Health Team), democracy (Parliamentary outreach workers) and theatre groups who explore e-safety, bullying and mental health issues.

## **2 – Approach & Teaching Methods**

There is widespread agreement that didactic teaching methods are ineffective in PSHE. This should not be a problem, as there exists a wide repertoire of active learning methods which enable pupils to develop personally and socially. These methods have in common:

- 1) A focus on active learning and pupil participation.
- 2) Placing a value on the pupils' experiences and contributions.

- 3) Teacher acting as facilitator.
- 4) Pupil reflection and self-evaluation

Good teaching in PSHE relies heavily on choosing appropriate methods for the aim of the lesson. Examples of active learning methods are:

**Starting and Ending:** Whole group activities mark the beginning and ending of sessions. It is good practice to share the aims of the lesson with pupils and coming back together at the end can bring a session to a purposeful conclusion.

**Climate Building and Ground Rules:** In a positive climate of trust and support, pupils share their experiences (when appropriate), listen carefully to one another and acknowledge one another's feelings. When pupils work together it is essential to agree ground rules for how they should treat each other.

**Working Together:** Small group work helps pupils take responsibilities for tasks and learn about how groups function. Group work skills, such as listening, letting others contribute, negotiation and reflection, need to be taught.

**Values Clarification:** A number of methods enable pupils to compare their views with others and to appreciate the spread of opinion in a group. For example, pupils can form an attitude continuum according to how strongly they hold a particular attitude or actually show where they stand on controversial issues (standpoint-taking).

**Consensus Building:** Activities which require pupils to reach agreement about a view or course of action help them to consider ideas and concepts in progressive way, and to refine their views and negotiate until consensus is reached. Pupils learn to listen, interpret ideas, clarify language, justify different positions, compromise and take collective ownership of ideas and decisions. Pupils are not actively encouraged by teachers or others to support particular political viewpoints.

**Problem Solving:** Everyday problem solving is a process that entails clarifying the problem, generating different solutions through brainstorming, evaluating and selecting the best solution.

**Understanding another Point of View:** Acquiring empathy is an essential part of personal and social development. Done well, role play is an effective technique to help pupils put themselves in someone else's shoes.

**Working with Feelings and Imagination:** Around a circle, invite people to say in turn how they feel at a particular moment. Pupils need to know that they have the right to pass when

their run comes. Difficult feelings can be written anonymously on slips of papers, collected and drawn out of a box to be discussed in the group.

**Reflection, Review and Evaluation:** Reflection is the process of looking back over an activity; review involves identifying what has been learnt and applying this understanding to future experience; evaluating enables a judgement to be made about the value of an experience to an individual and the group. Time should be set aside during and at the end of a session for the group to discuss what has happened. This is common place in lessons to ensure pupils' understand the content as well as the reflection process.

### **3 – Assessment**

Informal assessment of pupil progress in PSHE takes place within lessons and at the end of units of work to test for understanding. PSHE is not formally assessed although Effort grades are reported on alongside academic subjects. Pupils are expected to show good progress in each lesson or topic, as evidenced by regular use of 'lightbulb' plenary and evaluation activities to aid self-assessment. Peer assessment has also been introduced and there are also termly structured self-assessment and evaluation opportunities.

### **4 – Staff Resources and Schemes of Work**

All staff have access to a folder of resources that gives them up-to date information and clear objectives for every topic and individual lessons. Resources are evidence based and updated as necessary.

### **5 – Evaluation**

In terms of evaluating PSHE, pupils make a significant contribution by completing an evaluation of each unit, which is reviewed regularly by the Head of PSHE. Teachers also evaluate lessons and meet for collaboration, on a half termly basis as per the school's guidance.

### **6 – Sixth Form**

The programme in the Sixth Form develops key elements of the KS3/4 PSHE curriculum further. The topics covered will enable pupils to discuss and debate their ideas and thoughts on a variety of relevant and contemporary topics.

Many guest speakers are invited, and their sessions are followed up by classroom debate.

Study and thinking skills, along with expectations of A Level Study, will be covered in the first half term. Critical thinking skills are taught and research completed before House debates to allow for effective participation.

This then leads on to a series of PSHE lessons covering Citizenship, Racism, Sex and Relationships, Financial Capability, Current affairs, Road Safety and On Line Reputation.

To allow for 'Individual Pathways', students in Year 12 are given a choice of signing up to the Enrichment programme, the 'Tycoon in Schools' programme or 'Ambassador' programme, which involves making links with the local community.

Year 13 will complete a module on 'Young Driver safety' using the DriveIQ online programme, supplemented by visits from the local Fire Service, culminating in a reconstruction of a car crash and first responder rescue. Year 13 drama students also participate in this.

Topics will be determined by what is currently happening in society at large.

The Sixth Form Enrichment programme which includes PSHE and RSE topics has now become part of the PEAKS Plus Programme from September 2024. The full programme can be seen in the appendix in due course.

## **7 – Relationships and Sex Education**

The School recognises that parents, guardians and carers have the final decisions about their son/daughter's sex education: parents have the right to withdraw their child from sex education at AKS Lytham. There is no right to withdraw from the Relationships Education aspect as the government believes the contents of these subjects – such as family, friendship, safety (including online) – are important for all children to be taught.

If Prep parents have any queries or wish to withdraw their son/daughter, they should contact the Nursery and Prep Head, Amanda Ilhan. If Senior School parents have any queries or wish to withdraw their son/daughter from RSE, they should contact their son/daughter's Head of Year in the first instance.

RSE aims to equip pupils with the knowledge, understanding, skills, and strategies, which will enable pupils to manage their lives and decisions in a responsible, safe, and healthy way.

**Reception and Key Stage 1:** developing good relationships; respecting and acting sensitively towards ourselves and others; cooperating and team building; recognising and responding to feelings; naming key body parts; know that animals including humans use their senses and reproduce; to recognise the main external parts of the bodies of humans; growing from young to old; to explore different family situations; personal safety including internet safety.

**Key Stage 2:** building positive relationships, changes in the body related to puberty; when these changes are likely to happen, what issues may cause young people anxiety and how they can deal with these; how a baby is conceived and born; belonging to and being part of a community; to explore different family situations and changing family situations; develop confidence in talking, listening and thinking about feelings and relationships; making moral choices and exploring moral dilemmas; personal safety including internet use and social networking; can protect themselves and ask for help and support.

**Key Stages 3, 4 and Sixth Form:** We aim to provide a spiral programme of knowledge, skills and attitudinal development, where prior learning is re-visited, reinforced and extended in age appropriate contexts. The RSE programme is developed within the themes of 'Choices, Consent and Consequences', and each topic is embedded within the ethos of 'healthy relationships'. The mechanics of human growth, development and reproduction are covered in the biology course, leaving PSHE free to develop the aforementioned three themes. All RSE is evidence based and regularly revised in the light of pupil feedback as well as current research.

The school does look to address all of the content strands and characteristics in every year group in its teaching and other activities. However, if there were some occurrence or event involving one or more of the protected characteristics which became an issue amongst the pupils, the school would help the pupils understand the issues, and ensure the pupils respect all those with those characteristics. Likewise, any current issues can be discussed in a safe environment within the PSHE classroom.

Please see Appendix 3 for a more detailed explanation.

a) Values and Beliefs

As well as knowledge and information pupils will be encouraged to consider the importance of the following values, which are derived from the school's value system:

- a) respect and valuing themselves and others.
- b) understanding and sensitivity toward the needs of others.
- c) responsibility for their own actions.
- d) responsibility to the school, their family and the wider community.
- e) learn respect for one's body, one's dignity and similarly for others.

b) Skills and Abilities

Pupils will be helped to develop the following skills:

- a) communication including the making and keeping of relationships.
- b) assertiveness.
- c) decision-making.
- d) Managing risk
- e) recognising and using opportunities to develop a healthy lifestyle.

c) Organisation

**Preparatory School:** RSE is co-ordinated by the Head of Nursery and Preparatory School working with the co-ordinators for PSHE and Wellbeing and Science, the teachers of the relevant Year groups and Matron.

**Senior School:** RSE is co-ordinated by the Head of PSHE in discussion with the Head of Science and RS. Delivery is through:

- a) planned aspects within the Biology, PSHE and the Religious Studies curriculum.
- b) addressing moral and ethical issues which may arise from apparently unrelated topics in all subjects on the school's curriculum. Within this category, as long as any discussion takes place within the context of the subject it will not be deemed to be part of the RSE programme.
- c) Form time activities to complement lessons.

There are regular meetings between Preparatory and Senior school to discuss aspects of the PHSE programme at AKS.

#### d) Teaching Approaches

**Preparatory School** - A variety of approaches are used to give pupils relevant information; to enable moral issues to be explored through discussion; and to acquire appropriate skills. Delivery is by:

- a) The Form Teacher
- b) PSHE and Science Teacher
- c) Matron
- d) The Head of Nursery and Preparatory School
- e) External agencies such as Childline and visiting speakers

**Senior School** - A variety of approaches are used to give pupils relevant and evidence-based information; to enable moral issues to be explored through discussion; and to acquire appropriate skills. Delivery is by:

- a) PSHE teaching staff.
- b) Visiting speakers, lecturers, demonstrators.
- c) The use of Theatre groups.

#### e) Pupil Groupings

Tutorial and Form groups are of mixed ability and gender. Pupils are taught in mixed ability and gender groups. When there is a specific need, for example members of a particular faith or culture, arrangements would be made to teach pupils in appropriate groupings. The Head of PSHE is also in close contact with the Head of Learning Support should this be required with regards to particular pupils.

#### f) Resources

**Preparatory School** – The course is based on materials from the PSHE Association and SCARF materials supplemented by other, age appropriate teaching resources where needed.

**Senior School** - A wide range of teaching resources is available to teachers from the Head of PSHE and Matron.

g) Time Available

RSE will form some part of the curriculum in every year group.

There is a designated lesson of PSHE in Reception – Year 13. For visiting specialists, pupils may be directed from their normal time-tabled lessons.

h) Specific Issues

The following issues may occur as part of education. Staff, parents and pupils need to understand the school's procedures.

**Confidentiality and Advice:** Pupils will be made aware that some information cannot be held confidential, and made to understand that if certain disclosures are made certain actions will ensue. At the same time it is the intention to offer sensitive and appropriate support. The following procedures will be adhered to by all adults:

- a) Disclosure or suspicion of possible abuse – staff should refer to the school's Child Protection (Safeguarding) policy.
- b) Disclosure of pregnancy or advice on contraception – staff should ensure that pupils who are in difficulty know that they can talk to an adult in the school and that they will be supported. Professional information and guidance will always be sought from a health professional. The school will always encourage pupils to talk with their parents first. The Deputy Head (Pastoral) must be consulted in the first instance, in order to consider the most appropriate way forward. All modules have a signposting element for support.

**Family Life:** The value of family life is an important aspect, which will be approached between the group of people, with an emphasis on ability, respect, caring and support.

As part of the RSE programme issues of contraception, pornography HIV/AIDS, sexuality, and abortion are addressed. Facts are presented in an objective and balanced manner, with pupils being encouraged to consider their attitudes and values within the framework set out under Content. Before mental health topics are taught, the Head of PSHE will liaise with Heads of Year and form tutors to let them know.

j) Parental Partnership

Parents may withdraw their children from part of the RSE programme (not from the relationships or health element) having been informed of its content. This advice will be adapted under the new legislation. Parents receive a letter outlining the RSE provision

for their child and are pointed to the relevant areas of the AKS web site. Parents are invited to talk to Head of PSHE if they need any clarification.

#### k) Dealing with questions

Staff should establish clear parameters of what is appropriate and inappropriate in a whole class setting.

If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school nurse, pastoral team, helpline, or an outside agency or service. If staff do not know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or the member of staff or both together research the question later.

If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises a child protection concern, the member of staff should 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. To maintain trust and respect the member of staff must remember to talk with the pupil later; and if a member of staff is concerned that a pupil is at risk, they should follow the school's child protection procedures and refer to the pastoral team.

#### l) Useful websites for staff

[www.lovelife.uk.com](http://www.lovelife.uk.com) – provides information and advice on sex and relationship issues.

[www.thinkyouknow.com](http://www.thinkyouknow.com) – provides information on Online Safety

[www.kidscape.org.uk](http://www.kidscape.org.uk) – information and advice on all relationships issues.

[www.ncb.org](http://www.ncb.org) – information helpline on 0278 436052 – provides support and guidance on all aspects of sex and relationship education.

[www.bish.uk](http://www.bish.uk) -mainly for staff information although suitable for 14plus.

#### g) Impartiality

Staff are aware that topics have to be presented in an objective and reflective manner. Any visitors are aware of this expectation also.

## 8 – Equalities

This area of the curriculum has been developed in response to the Equalities Act of 2010. An audit of practice is completed for the Senior School (ref: *Equality Practice Grid*), and information pertaining to most protected characteristics is now integrated into the PSHE

curriculum for KS3/4 and Sixth Form. All years 7-11 have lessons relating to these characteristics, as well as looking at multi-faith and multi-cultural issues.

## **9 – British Values**

The school recognises its duty to teach 'British Values', arising in part because of the fears of radicalisation as well as because of the ever-increasing number of people joining the British Isles from abroad. At AKS Lytham the values that have been specifically emphasised have always formed part of the PSHE programme, either as discrete lessons, or by being embedded in all that we teach and learn about.

British Values work best when they are taken together as a package that infects and affects our lifestyles, attitudes and decisions throughout our growing years and beyond. That is why pupils experience these same values taught across various subjects, and many curriculum areas both complement and re-enforce learning, understanding, evaluation and analysis of what it means 'to be British'.

For ease of identification, Appendix 1 signposts where these values are specifically mentioned in lessons, as well as being part of an embedded ethos.

This is, like all PSHE, an evolving and spiral programme, regularly reviewed, adapted and updated.

These values include:

- a) respect for democracy and support for participation in the democratic process.
- b) the rule of Law, respecting and following the Law of the land of England and the rest of the UK.
- c) mutual respect and tolerance of those with different faiths and beliefs
- d) individual liberty, freedom of speech and belief.

These values are further reinforced by display material around school.

## **10 – Future life in British Society**

AKS actively encourages all students to take part in the extensive co-curricular programme where new skills can be taught or developed, confidence increased, team work practised, initiative shown, leadership honed and where students can learn to work and play alongside a cross section of ages and cultures from the student body.

The PSHE curriculum promotes respect, health, digital literacy and British values.

The whole school has been involved with the Youth Parliament and voting for issues to be debated in Westminster. This along with student voice through the school council and various pupil questionnaires allows students to understand why their contribution matters.

PSHE works with the Careers coordinator to write and resource a new syllabus that will further prepare students for the skills and attitudes needed for the World of Work.

AKS has introduced a timetabled lesson called 'Learning to Learn' for Year 7 and 8 to help students understand what being an independent learner is and involves looking at the area of growth mindset.

### 11 – Contributions to both the local and international communities

AKS students understand how they can make a positive contribution to the lives of others both locally and nationally, most especially through the work of AKS Action leading the school in volunteering for involvement with numerous charities and by students taking responsibility for raising funds for specific projects. Recent examples of this are Lower School taking up the challenge of raising money for Sparkle Malawi by producing goods for sale, the whole contributing to Blackpool Christmas Child initiatives and food banks. The RSDF develops all these themes. The Prep School recently achieved the British Council International Award 2024.

### 12 – Membership of Professional Bodies

To ensure our practice is both relevant and evidence-based, and that we can respond appropriately to changing needs of young people, the PSHE Department is a member of:

- a) **The PSHE Association:** The PSHE Association is a national movement working to improve the status and quality of PSHE. It works closely with members to develop effective practice and influence political policy. Regular email updates keep the department up to date on latest legislation and policy developments.
- b) **The Sex Education Forum:** This works in partnership with the PSHE Association, with the specific aim of ensuring best practice in Sex and Relationship teaching. All advice and resources are underpinned by evidence, a rights-based approach and the expressed needs of children and young people. Regular briefings from all sectors involved with young people ensure the department is included in national dialogue on the many aspects of RSE

The HoD is a Chartered PSHE teacher.

<b>Updated</b>	13 <sup>th</sup> May 2025
<b>Reason for changes</b>	Update from United Learning compliance checklist
<b>Name of the owner</b>	Allan McKeown – Senior Deputy Head/Phil Hayden – Deputy Head (Pastoral)/Amanda Ilhan – Head of Nursery and Prep School/Heather House – Head of

	PSHE/Amanda Briggs – Head of PSHE (Prep School)
<b>Audience</b>	Staff/School community
<b>Location</b>	School Hub and School website
<b>Review date</b>	July 2025

**Senior School PSHE Topics Overview (Content Strands 1 -4 are indicated under 'S')**

	<b>Year 7</b>	<b>S</b>	<b>Year 8</b>	<b>S</b>	<b>Year 9</b>	<b>S</b>	<b>Year 10</b>	<b>S</b>	<b>Year 11</b>	<b>S</b>
<b>Being Healthy</b>	Growing and Changing Assertiveness Exercise Diet Drugs Smoking	2 2 2 2 2	Self Esteem All about me Good and Bad relationships Consequences	1 1 2 2	Self Esteem Eating disorders Addiction Choices and consent Good and bad relationships	1 2 2 2 2	STI's Choices and Assertiveness. Informed or uninformed consent? Contraception Sexualities Addiction	1 2 2 2	SRE Consent and Law. Safer Sex. The Party scenarios. Sexualities	2 1 1
<b>Staying Safe</b>	Transition Bullying Internet safety Friendships	1 3 2 3	Online Safety - sexting Bullying Out and about Crime and Punishment.	2 3 2 4	Online Safety Bullying	2 3	Online Safety	2	Online Safety	2
<b>Enjoying and Achieving</b>	Transition World of Work – H/W Your opinions Making progress	1 2 3	World of work Opinions and Arguments Self-review Revision /study skills	2 1 1 1	Making decisions Thinking about jobs Self-review Study skills	1 1 1	Study Skills. World Work	1 2	Transition and Goals. Stress. Employability	1 2 2 2
<b>Positive Contribution</b>	Values Racism Active Citizenship Laws First Aid Public Institutions and services.	4 4 3 4 2 4	A diverse society Our values Older people Global issues First Aid Politics	4 4 3 4 2	What is a citizen? Family Crime Mental Health Heart Start – First Aid Campaigns and involvement.	4 3 4 3 2 4	<b>Everyone's Different.</b> Race, Religion, Disability, Gender, Sexuality, Multicultural  The Government Values – freedom of speech and censorship.	4 3 3 4 4 4	Why bother voting. Democracy or dictatorship Hate Crime. Immigration.	4 4 4 4
<b>Economic Well-being</b>	How do you use Money Recycling	2 2	Gambling	2	Saving	2	Money and Morals	2	Borrowing and debt. Budgeting	2 2

**PSHE Year 7 Programme of Study**

Title	Learning Outcomes	
Transition 1	Begin to establish good and co-operative relationships between class. Give practical information and aid transition.	
Managing change	Introduce concept of emotional literacy. What changes and how can we help ourselves and each other.	
Friendships	To evaluate what makes a good or bad friendship. To think about how to strengthen friendships and cope with change.	
Friendships 2	An interactive game about making, keeping and strengthening friendships	
Physical and Mental Wellbeing	To explore links between these things and discover 10 tips for mental wellbeing, using reflective journals.	
Growing and Changing	To recap puberty from primary school and explore more deeply the emotional and social changes that happen, and how to deal with them.	
Wellbeing	To introduce idea of mental health and protective factors. To reflect on our own choices, positive and negative. To signpost how to ask for help.	
Bullying One	To investigate why bullying happens. To understand the consequences for all involved. To understand the different roles, focusing on Allies.	
Bullying Two	To gain some understanding into why bullies bully. Strategies and help.	
Peer Pressure	To understand both positive and negative PP. Strategies to withstand.	
Road Safety	After an interactive Theatre performance, to further develop understanding about pedestrian safety.	
Digital citizenship	How do we treat each other online? What about our reputation? What about our safety and those who 'follow 'us'? Discussing and reflecting on these questions as many Y7embark on a life of social media use.	
Cyberbullying	To identify what cyberbullying, willful or inadvertent, is. To look at effects on victim and think how we can be upstanders in this situation.	
Sexting	Why is it now seen as normal to send 'nudes'? The temptation and the consequences are discussed, and signposting given. To understand that this affects all genders.	
Grooming	To understand the insidious nature of the process and thus to guard against it. All genders affected. To think about what might make us vulnerable. To follow a case study through to identify danger points.	
On Line Gaming	To understand that in the midst of a game, grooming can happen unawares. The dangers of meeting people online in the real world.	
Up skirting and harassment online	To introduce the idea of harassment and why this is unacceptable whether online or off line.	
Risk Assessment	Using resources from the police we introduce idea of how to keep safe in various situations but especially in a terrorist or knife./gun attack. Looking	

Run Hide Tell	at an animated story, to avoid triggers, we think about what to do and what not to do.	
Top Tips	Class to produce a Top Tips booklet to use with Y6 Transition and then meet with Y6 for a Transition lesson.	
Make your Mark	To take part in a National Youth Consultation and vote about what the Youth Parliament will discuss.	
Fundamental British Values	What does a community need to flourish ? Do FBV address this question?	
Racism	To understand key words and legalities of equal opportunities. To begin to form empathy as well as understanding of root causes.	
Sleep!	The importance of sleep to enjoy school, achieve academically and that good sleep can influence good mental health.	
Mental Health Worry/Anxiety	To be able to identify what could trigger worry or anxiety and strategies to cope.	
Making progress	To take a look at the 'big picture' of the first term and set goals.	
You and other people	To develop assertiveness. To gain confidence in self-expression. To evaluate the opinions of others.	
Internet safety Peer on Peer Abuse	To think about keeping ourselves safe on line. To understand what Cyber bullying is and how to respond. To reflect on the dangers of sexting and to understand 'agency'	
Smoking	To give accurate facts. To explore why people smoke and what the risks are to health. To find preventative solutions. What about e-cigs ?	
Drugs	To give accurate facts. To explore why people take drugs To find preventative solutions. Be aware of legalities. To learn about antibiotics and other prescription drugs.	
Exercise	To complement what is taught in PE and add SIE's dimension. To look at the links between exercise and mental health.	
Healthy Eating	To link all health factors together and design a lorry logo for a national competition.	
Active Citizenship (FBV)	To analyze opinions on 'Britishness'. To gain understanding of community cohesion and how to contribute to that.	
Racism	The link between racism and discrimination. What equality should look like.	
The World of work	To begin to think about what makes you employable. An introduction to soft skills. Developing our creativity.	
First Aid	To introduce the principles. How and when to use 999. Common injuries – bleeds/burns/breaks/choking	

Money	To realise why they need to be money savvy! To introduce concepts of budgeting and saving.	
Laws	To acknowledge that society needs some laws to be able to function. To think about what is a good and a bad rule. Can rules be broken?	
Values.	To explore what values are and if they are absolute or relative. To learn to be proud of your values.	
Public Institutions and services	To understand how the government funds and organise all aspects of health and well-being. How to access these services and a child's rights of use.	
Recycling and environment	Build on themes of 'reduce, reuse, and recycle'. Link to Active Citizenship.	
Reflection and Evaluation	To reflect on learning and understanding over past year and to evaluate Year 7 PSHE for future.	

**PSHE Year 8****Programme of Study**

<b>Title.</b>	<b>Learning Outcomes.</b>	
Introduction to PHSE	Build on already established good and co-operative relationships between class. Integrate new pupils. Give practical information and aid transition to Year 8.	
Maintaining friendships	Think about how to avoid fall outs and resolve conflict in friendship groups.	
Bully v Banter	Recap on what we already understand about bullying. To analyse what makes banter bullying and strategies to prevent this.	
Peer Pressure	How to navigate negative pressure and aim to show positive pressure. Assertiveness versus aggressiveness and standing up for yourself safely.	
Anti-social behaviour	What this is, why it matters and how it can lead to involvement in violence.	
Self Esteem	To understand definition and importance of self-worth. Explore how to be secure in self-esteem. Think about how to deal with mistakes and how to find value in them.	
Body Confidence(media)	To understand the tyranny of 'likes' and also to see how the media can manipulate body image for all genders.	
Wellbeing	To understand how to develop our wellbeing as we travel through school.	
E safety Intro	To discuss and debate matters related to internet safety. That actions have long lasting consequences. To think about why online reputation matters.	
Cyberbullying	To understand when a 'line is crossed' and how we can be upstanders and supporters.	
Crossing the Line	Why do people go too far online and become cyberbullies or homophobic bullies? IS online gaming a platform for bullying? How to respond and stop cyberbullying.	
Group Chat	To think about things can escalate very quickly and how to have respectful relationships online.	
Safe/unsafe	A large scale activity in the Hall to look at different scenarios.	

Sexting	Are nudes a part of everyday life now ? Consequences and temptations.	
Red Flags online	How to identify signs of online grooming and how to respond to unsolicited nudes.	
Online gambling and chance gaming	The dangers of becoming overwhelmed by chance games and the dangers on online gambling. Ways to protect yourself.	
TikTok influences and adverts	To analyze adverts and creators and how they can influence us. To think about how our self-worth and self-image may be affected by this.	
Mental Health	Resilience and how to recognise when to get help. Who can get anxiety or depression and can we try to empathise with how it affects us physically and socially.	
Stress and anxiety	To develop an understanding of what this is and what it is not. Does diet and exercise really help ?	
Diverse society	To think about 'equal opportunities.' To learn and understand key words. Acquire mutual respect for own and other cultures.	
Multi faith society	To learn and understand key words. To acquire mutual respect for own and other cultures.	
Alcohol	To learn effects of alcohol. SPIES To understand the law. To investigate addiction.	
Drugs	To learn effects of drug taking (legal and illegal). SPIES To understand the law. To investigate addiction.	
Run Hide Tell	To understand personal safety strategies if involved in an adverse incident.	
Revision Skills	To gain confidence in developing an independent style of effective revision.	
World of Work	Why do we need to make ourselves employable and the scope of careers today.	
Sexism in the workplace	When sexism in society spills into the workplace.	
First Aid/ Health and Safety	To be aware of risks and how to reduce them. To be confident in helping an unconscious friend.	
Review	Assess progress and achievements and identify potential problems and solutions. To put in place strategies for continued success and value added.	
Your values and opinions	To analyse where our values come from. The influence of role models. How to form and defend your opinion.	
Gambling	To understand the way that Gaming can lead to gambling	
Getting and Keeping money	To be aware of sources of income available for pupils. To be conversant with financial terms and services. Realise the importance of financial planning.	
You and older people	To develop empathy with advantages and disadvantages of old age. To explore the effects of an aging population on their future.	
Global Issues	To begin to understand the complexities of world hunger and possible solutions. To look at national contemporary projects, e.g. What IF campaign	

	To be inspired to 'think globally'	
Reflection and Evaluation	To reflect on learning and understanding over past year and to evaluate Year 8 PSHE for future.	

Make your mark	To take part in a National Youth Consultation to decide what Youth Parliament debates in Westminster.
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<b>PSHE Year 9</b>	<b>Programme of Study</b>
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Transition to Year 9	Integrate new pupils. To identify the process behind making decisions (options!). To identify positive and negative influences on decision making.
Risk Taking and the Teenage brain	To begin to understand the development of the teenage brain and the implications for both reward seeking and risk assessment.
Risk Taking -Vapes	Why are teenagers an increasing user demographic? What is the link between Vapes and Mental Health
Critical thinking – Fake News	To develop the theme of decision making by looking at what Fake News and Deep Fakes are and the implications on society.
FBV	To reflect on individual and collective values and how they can strengthen a society. What is community cohesion?
Democracy	To understand what this FBV is and to compare to dictatorship.
Wellbeing	To appreciate the preventive strength of looking after our mental health every day. To practice mindfulness strategies
E Safety Cyberbullying	To reflect on what cyberbullying is, and what forms it can take. To understand why cyberbullying is all invasive. To learn legal aspects
E Safety Sexting. (Peer on Peer)	To understand the terms 'sexting' and 'cohesion' and why people send sexual images / texts. To be aware of legal issues. To understand potential consequences. To evaluate own practice.
E safety Just Send it and Sextortion	To understand that the use of technology brings individual responsibility. To think about how to protect yourself and ways to deflect sexual requests. To introduce the relatively new phenomenon of sextortion.
E safety The dark side of TikTok and data.	To gain an understanding of how data is gathered and used and the concerns about the countries behind social platforms. What are algorithms and echo chambers.
Self -Esteem	To develop self-confidence. Use SOBO as case study. To investigate the link between good self-worth and good decision making. Think about our responsibility to others.

Mental Health	To introduce an openness and therefore normalise talking about this issue. To understand key words and facts and 'protective factors' To focus on anxiety and depression.
Mental Health and the Media	What are the links between these two things. How to be critical consumers of social media.
Support Services	How to support a friend with a Mental health issue. How to access services and start a conversation.
Stress and Revision strategies	To link theory of stress strategies to revision
Eating disorders	Establish clear facts and analyse possible causes. Produce strategies to help prevent these disorders. How to support a friend/where to go for help.
Crime	To think about the need for laws. Are all laws just? What is Youth Crime, and how is it dealt with by the Justice system.
What is active citizenship? MYM	To find out how you can participate in school and wider community. Do our rights bring responsibilities? To take part in a national consultation
Alcohol and Drugs Addiction	Using various types of information, work collaboratively to produce peer presentations.
Careers 1 and 2	To research various careers linked to a personal audit. To produce information of pathways to achievement.
Financial Capability	To understand the basics of banking. To apply thoughts on responsibilities to mobile phone budgets.
Gambling	Using YGAM resources look at Gaming and Industry strategies to 'hook' us in.
The Family	To learn key definitions about family life in modern world. To think about strengths of each type. To reflect on what kind of family we are aiming for.
HEART START 1 and 2	To establish principles of safe First Aid. To gain confidence in getting involved in a First Aid situation, specifically unconsciousness and cardiac arrest. To gain a British Heart Foundation certificate.
A Life Plan	To create a personal life plan. Consider action now that can help plan for the future.

**PSHE Year 10****Programme of Study**

<b>Title</b>	<b>Learning Outcomes</b>
Transition to a new key stage	Establish good and cooperative relationships between class. To think about study skills needed for KS4
The News Challenge	Why should Y10 cultivate an interest in the news. Current affairs and interviews.
Gang life in UK	To research into the world of gangs and begin to understand why people join gangs and possible consequences.

County Lines	To link CL and gang membership. Thinking about how young people may be groomed and what support there is to leave a gang.
Knife Crime	Link together all the indicators and vulnerabilities on Gang Culture and the growing number of Knife Crimes by young people.
Skills for Learning in KS4	Recapping revision strategies and individual and group work on finding your own methods.
FBV -democracy and voting	What is the value of voting? How might we motivate young people to vote.
Wellbeing Quiz	Recap on what we already know and establish some good strategies.
Stress and anxiety	When is this 'to be expected' and when is this clinical ? Preventative lifestyle choices.
Depression	How to talk to someone with depression – recognising the signs in others and yourself and what to do about it.
Self-harm	Unhealthy choices around our mental health and why these can be 'easier' choices. Recognising the signs in others and yourself and what to do about it.
Grief	Looking at the latest research and building some good strategies if this ever happened to a friend or ourselves.
Services and support	How to start a conversation with a friend, do we support friends or 'cure' them?
E Safety: Sexting	To think about our response to this issue. To be able to apply knowledge to real life situations. To have strategies to deflect and diffuse unwanted texts.
Revision and Exams	To motivate to get organised. To give ideas of active revision To begin to produce a timetable.
Equal Opportunities	What we mean by stereotyping What is meant by prejudice and discrimination and the difference between the two. To know the law!
Stigma, taboo and discrimination	What is a Hate Crime and why this links with protected characteristics. The problems keeping taboo can cause to mental health
Different: Race	To begin to understand why people can be racist. To know what institutional racism is. (Stephen Lawrence) To agree on steps to prevent racism in school.
Different: Religion	To understand the difference between multi culture and multi faith. To respect diversity. To reflect on advantages and disadvantages of a multi faith society.
Different: Disability	To raise awareness of causes and consequences of disability. To take part in a disability audit and thus engender empathy.
Different: Sexism	To look at discrepancies between the 2010 law and current practice.
Multi culturalism What is a citizen	To realise diversity of citizenship. To think about immigration, its positives and challenges. To reflect on advantages and disadvantages of a multi-cultural society.
Refugees	The difference between refugees, asylum seekers and immigrants. To reflect on own attitudes and whether these need to be to be developed.
Modern Day Slavery	To research the local situation and understand the diversity of ways people can be enslaved in UK
Money matters Credit Cards.	What are credit cards for? Understand the advantages and disadvantages.

	Think about identity theft.
Money matters Borrowing	Why and when do people need to borrow? Protecting yourself from debt.
World of Work	Hard and soft skills and starting a portfolio of evidence.
Crime and punishment: Capital and corporal.	Using amnesty resources looking at capital punishment around the world, and why people have differing views.

<b>PSHE Year 11</b>	<b>Programme of Study</b>
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Title	Learning Outcomes
Transition	Establish good, cooperative and trusting relationships between pupils. Give practical information. Revisit skills of listening, debating and evaluating. Importance of current affairs knowledge challenge.
World work	To identify what skills and abilities future employers will look for. To begin to gather ideas for personal statement. Soft and Hard skills. To know what skills you need to be developing to make you employable
World of work	The art of CV's ! Using three CV's to work out who gets the interview and why. IT lesson where we write CV's using one of the web available support programmes.
World of work	Interview Skills – identifying these and holding mock interviews in class.
World of work Harassment at work	Using BBC resources following the story of harassment at work from harassment to tribunal and discussing at various pause points. To look at harassment as a societal issue.
Harassment at work – your rights	To look at harassment as a societal issue.
Sexism at work	In both society and in the workplace – how to call it out safely and productively.
Racism Jane Elliot Experiment	Once context set, to understand the reasoning behind this sociological experiment. To observe the BBC documentary and comment and reflect on what is happening at various points. Introduce the 'new' phrase 'white privilege'.
Radicalisation and Prevent	Which terrorist groups are at large in UK? How does someone get radicalised , what to do if worried. Being a critical consumer of on line material.
E Safety – On Line Reputation	To recap previous knowledge and apply this to our Digital Footprint. Using case studies of where on line reputation has affected career prospects. Debate whether universities / employers should search for our digital footprint. How to create a positive footprint.
On line data mining	What is this, and how does it link to adverts and algorithms. Should CEO's be held responsible ?
FBV - voting	How can we motivate more young people to vote?
Wellbeing	Push and pull factors to our wellbeing.

Alcohol and wellbeing	Alcohol makes you feel better, doesn't it ?
Anxiety and depression	The Black dog that follows us around. Men and mental health – how to own your emotions.
Suicide	Why is this statistic growing all the time? How can we support a friend and how to recognise the signs. Know when to ask for help!
Plenary	ICT opportunity to investigate on line forums.
Citizenship – Immigration	What is Britishness? Key words and differences – legal/illegal immigrants/asylum seekers. Move beyond prejudices and think about advantages as well as disadvantages. Developing empathy and understanding.
Money matters Buying a Car	To discuss and research all the financial implications of buying your first car. To learn key concepts– insurance, responsibilities, law etc.
Money matters	Your Future Finances – budgeting, career choices.

## PSHE in the Preparatory School

### 1 – Introduction

We deliver PSHE through:

- 1) A school ethos that values the place and contribution of all individuals to the school community and promotes self-respect and respect for others.
- 2) Assemblies (whole school, Key Stage, and class)
- 3) Timetabled PSHE lessons
- 4) Reflection time activities
- 5) Teaching of PSHE through other subject areas
- 6) Special activities and events (e.g. involvement in charitable activities, visiting speakers etc.)
- 7) Giving pupils opportunities to work in a variety of group settings.
- 8) Weekly wellbeing sessions with Amanda Briggs (break times in Room 7)
- 9) Friendship bench

### 2 – Teaching Time

There will be approximately 50 minutes of PSHE taught per week across the Key Stage 1 and 2 and as appropriately in the EYFS department. This may be on a daily basis at the beginning of a new academic year.

### 3 – Early Years

PSHE in Early Years involves helping children to develop a positive sense of themselves and others; to form positive relations and develop respect for others; to develop social skills and

learn how to manage their feelings; to understand appropriate behaviour in groups and to have confidence in their own abilities. The children participate in assemblies each week.

#### **4 – Links between PSHE and Other Subjects**

PSHE contributes to many subjects within the primary curriculum and opportunities will be sought to cross reference a wide range of activities within such areas as English, RE, ICT, humanities and science.

#### **5 – British Values**

British values such as mutual respect, tolerance, helping others, living within a democratic society, rule of law, and caring for the environment form an integral part of daily life in the Prep school. There are displays around school to promote and remind the children of the values we consider to be an important part of school life at AKS and in preparation for life as a successful young adult in the community.

#### **6 – Visits from External Agencies**

Fire Service:

- EYFS, Year 2 and Year 6 – How to keep safe in the event of a fire

ChildLine:

- Year 5 and 6 every two years

NSPCC

- Whole school assembly

Bikeability scheme

- AKS Summer Cycling Club

#### **7 – Resources**

Units of work have been organised for each term in KS1 and KS2. Staff can supplement this material from other resources available such as from the PSHE Association and SCARF resources.

#### **8 – Assessment**

Assessment is not required but may take the form of:

- Regular review and reflection activities
- Self-assessment
- Whole group – opportunities to reflect
- Teacher observations – comments made by a child
- Planned assessment activities – draw and write
- Class record booklet
- Individual pupil PSHE books
- Wellbeing register

**9– Growth Mindset**

As part of the Preparatory PSHE programme, Growth Mindset strategies are introduced by the Class Teacher from the beginning of the year. The children are encouraged to ‘develop ownership of their learning and their awareness of the learning process’. (Katherine Muncaster)

The Preparatory School has an elected Student Council consisting of members from each class in Years 1 to Year 6. Elections are held each September with the actual council meeting taking place on a weekly basis.

## Preparatory School PSHE Overview 2024-25

	Autumn 1 Me and my Relationships	Autumn 2 Valuing Difference	Spring 1 Keeping Safe	Spring 2 Rights and Respect	Summer 1 Being my Best	Summer 2 Growing and Changing
Rec (ELGs)	What makes me special People close to me Getting help My feelings	Being special Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe indoors and outdoors Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Bouncing back when things go wrong Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles and Seasons Life stages Girls and boys – similarities and difference <a href="#">RSE – Where do babies come from? (tummy and womb)</a> <a href="#">Me and My Body – naming body parts</a> <a href="#">Getting bigger</a>
Year 1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment Basic first aid	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others <a href="#">RSE – Keeping privates private</a> <a href="#">Surprises and secrets</a>
Year 2 Fire Service NSPCC	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets  Appropriate touch  Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep Basic first aid	Life cycles Dealing with loss Being supportive Growing and changing Privacy

						<a href="#">RSE – Privacy around the toilet</a>
Year 3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Body space Keeping safe Safe and unsafe secrets Basic first aid <a href="#">RSE – Keeping privates private</a>
Year 4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money Taxes	Having choices and making decisions about my health Taking care of my environment My skills and interests Basic first aid	Body changes during puberty Managing difficult feelings Relationships including marriage <a href="#">RSE – Hormones affecting mood and feelings</a> <a href="#">Body parts</a> <a href="#">Animal reproductive times</a>
Year 5 NSPCC <a href="#">RSE – Puberty and Periods</a>	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Menstrual Talk (Girls) Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community Basic first aid	Managing difficult feelings Managing change How my feelings help keeping safe Getting help <a href="#">RSE – Living and Growing Programme Puberty (Matron) Ways female and male bodies change and</a>

						grow during puberty and ways to keep healthy and clean
Year 6 Fire Service NSPCC RSE – Reproduction	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health Basic first aid	Coping with changes Keeping safe Body Image Pressure online Sex education Self-esteem RSE – Living and Growing Programme Reproduction – Making Babies (Matron)

A Briggs Updated June 2024 (following the Coram Life Education **SCARF** (Safety, Caring, Achievement, Resilience, Friendship) resources) RSE – in BLUE. This must be read in conjunction with AKS RSE Vocabulary form.

### Progression in PSHE Skills EYFS/ KS1

	Nursery	EYFS Expectations ELG's	1	2	End of Key Stage 1 Expectations
Health and wellbeing	I know that milk helps my bones to grow I know I should drink water every day I know that it is good for me to do some exercise I know that some people take medicines to help them get better	Children know the importance of good health through exercise and a healthy diet Children can talk about ways to keep healthy and safe	H1. about what keeping healthy means; different ways to keep healthy H5. simple hygiene routines that can stop germs from spreading H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy	H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday	<ul style="list-style-type: none"> <li>Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.</li> <li>They can demonstrate that they can manage some feelings in a positive and effective way.</li> </ul>

	I know adults give children medicines		<p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H10. about the people who help us to stay physically healthy</p> <p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>H27. about preparing to move to a new class/year group</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p>	<p>H4. about why sleep is important and different ways to rest and relax</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time or feels the same about the same things</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm</p>	<ul style="list-style-type: none"> <li>• They begin to share their views and opinions (for example talking about fairness).</li> <li>• They can set themselves simple goals (for example sharing toys).</li> <li>• Children can make simple choices about some aspects of their health and wellbeing (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest). They can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body.</li> <li>• Children can talk about the harmful aspects of some household products and medicines and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely).</li> <li>• They can explain that people grow from young to old.</li> <li>• Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.</li> <li>• They can recognise the effect of their behaviour on other people and can</li> </ul>
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			<p>H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>	<p>themselves down and/or change their mood when they don't feel good</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>H24. how to manage when finding things difficult</p> <p>H27. about preparing to move to a new class/year group</p> <p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p>	<p>cooperate with others (for example by playing and working with friends or classmates).</p> <ul style="list-style-type: none"> <li>• They can identify and respect differences and similarities between people and can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell).</li> </ul>
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				<p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p>	
Relationships	<p>I know the difference between right and wrong</p> <p>I can tell when somebody is not happy</p> <p>I can think of ways to make my friends happy</p> <p>I can name some different emotions</p> <p>I have some understanding of the different emotions</p>	<p>Children can talk about their own and others feelings</p> <p>Children can play cooperatively, taking turns with others</p> <p>Children follow the rules</p> <p>Children can talk about ways to keep healthy and safe</p>	<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>	<p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p>	

			<p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R15. how to respond safely to adults they don't know</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>	<p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and</p>	
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				<p>vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>	
Living in the wider world	<p>I know that people have jobs to earn money</p> <p>I have some knowledge of different occupations</p> <p>I know that some things are a lot of money eg cars and some things are not so much money eg a bag of crisps</p>	Children know about similarities and differences between themselves and others	<p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p> <p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L6. to recognise the ways, they are the same as, and different to, other people</p> <p>L10. what money is; forms that money comes in; that</p>	<p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. about the role of the internet in everyday life</p> <p>L9. that not all information seen online is true</p> <p>L15. that jobs help people to earn money to pay for things</p> <p>L16. different jobs that people they know or people</p>	

			<p>money comes from different sources</p> <p>L11. that people make different choices about how to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. that money needs to be looked after; different ways of doing this</p> <p>L14. that everyone has different strengths</p>	<p>who work in the community do</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p>	
Safety (including online)	<p>I can talk about different ways I can stay safe: Bonfire night, road safety</p> <p>I have an understanding of different people who help us; Police, Doctors etc.</p> <p>I have some understanding of unkind people online</p>	Children can talk about ways to keep healthy and safe			
Living in the wider world	<p>I know that people have jobs to earn money</p> <p>I know that some things are a lot of money eg cars and some things are not</p>	Children know about similarities and differences between themselves and others	<p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p>	<p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L7. about how the internet and digital devices can be used safely to find things</p>	

	so much money eg a bag of crisps		<p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L6. to recognise the ways, they are the same as, and different to, other people</p> <p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p>L11. that people make different choices about how to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. that money needs to be looked after; different ways of doing this</p> <p>L14. that everyone has different strengths</p>	<p>out and to communicate with others</p> <p>L8. about the role of the internet in everyday life</p> <p>L9. that not all information seen online is true</p> <p>L15. that jobs help people to earn money to pay for things</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p>	
Safety (including online)	<p>I can name some of the things in school that keep me safe</p> <p>I know how to keep myself safe in the swimming pool</p> <p>I know that there are some unkind people online</p>	Children can talk about ways to keep healthy and safe			

**Progression in PSHE KS2**

	3	4	5	6	End of Key Stage 2 Expectations
Health and wellbeing	<p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7. how regular (daily/weekly) exercise</p>	<p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and</p>	<p>H1. how to make informed decisions about health</p> <p>H3. about choices that support a healthy lifestyle and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries<sup>2</sup></p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may</p>	<p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay</p> <p>H7. how regular (daily/weekly) exercise</p> <p>benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of</p>	<p>Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates).</p> <p>They can express their views confidently and listen to and show respect for the views of others.</p> <p>They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the bodily and emotional changes at puberty and can demonstrate some ways of dealing with these in a positive way.</p> <p>They can talk about a range of jobs and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money.</p> <p>Children can make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise).</p> <p>They can identify some factors that affect emotional health and wellbeing (for example exercise or dealing with emotions).</p> <p>They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing.</p>

	<p>benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H11. how to maintain good oral hygiene</p>	<p>proportionately in different situations</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and</p>	<p>require the emergency services; know how to contact them and what to say</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. 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</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>	<p>the risks associated with an inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>	<p>They can list the commonly available substances and drugs that are legal and illegal and can describe some of the effects and risks of these. They can identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety).</p> <p>Children can explain how their actions have consequences for themselves and others.</p> <p>They can describe the nature and consequences of bullying and can express ways of responding to it.</p> <p>They can identify different types of relationship (for example marriage or friendships) and can show ways to maintain good relationships (for example listening, supporting, caring).</p> <p>They can respond to, or challenge, negative behaviours such as stereotyping and aggression.</p> <p>They can describe some of the different beliefs and values in society and can demonstrate respect and tolerance towards people different from themselves.</p>
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	<p>(including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p>	<p>menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38. how to predict, assess and manage risk in different situations</p>		<p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H30. to identify the external genitalia and internal reproductive organs in males</p>	
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	<p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>H44. how to respond and react in an emergency situation; how to identify</p>	<p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk<sup>3</sup></p>		<p>and females and how the process of puberty relates to human reproduction</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for<sup>1</sup></p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H36. strategies to manage transitions between classes and key stages</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p>	
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	situations that may require the emergency services; know how to contact them and what to say	H47. 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		H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping	
Relationships	<p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time</p>	<p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful</p>	<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's</p>	<p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring</p>	

	<p>together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise</p>	<p>behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24. how to respond safely and appropriately to</p>	<p>personal safety (including online)</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>	<p>relationships; about the different ways in which people care for one another</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>	
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	<p>when others may feel lonely or excluded; strategies for how to include them</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p>	<p>adults they may encounter (in all contexts including online) whom they do not know</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried</p>			
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	<p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>	<p>about their own or someone else's personal safety (including online)</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively</p>			
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		challenge those they disagree with			
Living in the wider world	<p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>	<p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the</p>	<p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L20. to recognise that people make spending</p>	<p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the</p>	

		<p>environment (e.g. reducing, reusing, recycling; food choices)</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>	<p>decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L24. to identify the ways that money can impact on people's feelings and emotions</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions</p>	<p>reliability of sources and identify misinformation</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p>	
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			<p>can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>		
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**APPENDIX 1 – British Values Overview**

British Value	Year 7	Year 8	Year 9	Year 10	Year 11	Sixth Form
<b>Democracy</b>	Parliament and Voting.	Youth Parliament and role of Government.	Local issues and campaigns.	Government, Elections and Voting.	Democracy v Dictatorship.	Debate: Should voting age be lowered to 16? Scottish independence – issues raised.
<b>The Rule of Law</b>	Parliament and Laws.	Crime and Punishment. <i>(RS Freedom and Justice)</i>	You and the Law.	Visit from Kirkham Prison.	Issue based – discussion depending on current affairs. (capital punishment in 2015)	Justice of Peace – our legal system.
<b>Individual liberty</b>	Assertiveness. <i>(RS Personal Identify).</i>	Your Values and Opinions. <i>(RS Prejudice and Discrimination, teachings of Martin Luther King and Gandhi, Freedom of speech)</i>		Freedom of Speech and Opinion. Your beliefs and Values.	Issue based – discussion depending on current affairs. <i>(so called IS in 2015)</i>	Issue based – discussion depending on current affairs.
<b>Respect and tolerance Faiths Cultures Protected Characteristics</b>	Friendship. Bullying. Cyberbullying.  <i>(RS Diverse Communities)</i>	Britain – a diverse society. Multi Faith Society. Cyberbullying.  <i>(RS Stereotypes Discrimination)</i>	Active Citizenship. Racism. Visit from hate Crime Squad. Cyberbullying.	Whole module on Equality, mentioning <b>all</b> the protected characteristics.	Cyberbullying.	What is British-ness? British Values module.
(ISI) Immigration		Britain – a diverse society. <i>(RS Immigration)</i>			Immigration and Asylum Seeking.	PREVENT – extremism and radicalisation.
(ISI)Public Institutions	What are PI and how do we use them.					
(ISI)Environment	You and Global issues.	Global issues . <i>(RS Is the World a fair place)</i>	<i>(RS Environmental Ethics)</i>			Issue based – depending on current affairs. <i>Debate on Fracking in 2015.</i>
(ISI)Sexuality	RSE	RSE	RSE	RSE	RSE	RSE

**APPENDIX 2 – RSE Progression Overview****Prep School**

<b>AKS Key RSE Vocabulary in the Prep School</b>							
<b>Nursery (3-4yrs)</b>	<b>Reception (4-5 yrs)</b>	<b>Year 1 (5-6 yrs)</b>	<b>Year 2 (6-7 yrs)</b>	<b>Year 3 (7-8 yrs)</b>	<b>Year 4 (8-9 yrs)</b>	<b>Year 5 (9-10 yrs)</b>	<b>Year 6 (10-11 yrs)</b>
<ul style="list-style-type: none"> <li>Private parts</li> <li>Toileting (closing the door and pull up underwear whilst the door is closed)</li> </ul>	<ul style="list-style-type: none"> <li>Private parts</li> <li>Keeping privates private</li> <li>Baby is made by a woman and man and grows inside a mummy's tummy (womb) which needs seeds</li> </ul>	<ul style="list-style-type: none"> <li>Toileting</li> <li>Cleaning and hygiene by pat and wipe</li> <li>Private parts</li> <li>Keeping privates private and private places (toilet, bedroom, bathroom)</li> </ul>	<ul style="list-style-type: none"> <li>Private parts</li> <li>Keeping Privates Private</li> <li>Unsafe secrets</li> </ul>	<ul style="list-style-type: none"> <li>Keeping Privates Private (Pants Rule)</li> <li>Private parts</li> <li>Unsafe secrets</li> </ul>	<ul style="list-style-type: none"> <li>Hormones and definition of Puberty – cleanliness and emotions</li> <li>Males and females to reproduce to create another being/young/offspring (including animals)</li> </ul> <p><b>Start to introduce terminology:</b></p> <ul style="list-style-type: none"> <li>Nipples</li> <li>Penis</li> <li>Testicles/ testes</li> <li>Vagina</li> <li>Vulva</li> <li>Breasts</li> <li>Pubic hair</li> <li>Anus</li> <li>Unsafe secrets (Pants Rule)</li> </ul>	<ul style="list-style-type: none"> <li>Acceptable and unacceptable touch (Pants Rule)</li> <li>Unsafe secrets</li> <li>Definition of puberty and menstruation</li> <li>Menstrual Cycle talk (girls)</li> <li>Matron 'Puberty' talk</li> <li><b>Science</b> – puberty, period, adolescence, prepares humans for reproduction to produce offspring</li> <li>Period</li> <li>Eggs</li> <li>Sperm</li> <li>Cells</li> <li>Ovaries</li> <li>Embryo</li> <li>Womb/Foetus</li> <li>Fertilisation</li> <li>Vagina</li> <li>Vulva</li> <li>Breasts</li> </ul>	<ul style="list-style-type: none"> <li>Remind Pants Rule</li> <li>Rules around sharing images online</li> <li>Definition of Puberty</li> <li>Matron delivers 'Making Babies' talk</li> <li>Eggs</li> <li>Sperm</li> <li>Conception</li> <li>Penis</li> <li>Erection</li> <li>Testicles</li> <li>Sexual Intercourse</li> <li>Vagina</li> <li>Vulva</li> <li>Fertilise</li> <li>Nipples</li> <li>Breasts</li> <li>Pubic hair</li> <li>Pregnancy</li> <li>Age of Consent</li> </ul>

						<ul style="list-style-type: none"><li>• Bleed</li><li>• Penis</li><li>• Testicles/ testes</li><li>• Anus</li><li>• Pubic hair</li><li>• Body Hair</li> <li>• Feelings and Emotions</li><li>• Sanitary Towel</li><li>• Tampon</li><li>• Odour</li><li>• Hygiene</li></ul>	
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[Prep RSE Content](#)

## Senior School

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Friendships	Self-worth	Choices, Consent and Consequences.	Choices, Consent and Consequences	Choices, Consent and Consequences	Relationships
Self-worth	Assertiveness	Sex – do I have to!	STI – You can catch WHAT?	STI – why people don't use condoms!	Domestic Violence
Assertiveness	Relationships - Boyfriend/girlfriend	Self-worth - Dove	What's the big deal. Contraception	Contraception and responsibilities.	LGBT
Bullying	Facts and Myths, Including homophobia.	Good and Bad relationships – Exploited.	Good and bad relationships – Friend or Foe.	Good and bad relationships – This is Abuse.	
Puberty Plus	Families	Sexualities. (LGBT)	Sex and Alcohol	Sexualities (LGB)	
Consent	Consent	STI's	Sexualities (LGB)	Online Safety -Porn	
LGBT	LGBT	Contraception	Body Image	HIV	
		Online Safety -Porn	Online Safety -Porn		

## Year 7

Relationships and Sex (RSE)	
Puberty Plus	Refreshing the biology and physical changes but mainly looking at the emotional ups and downs of puberty.
Healthy relationships	Informed consent and agency in all areas of life, mentioning the law on consent and grooming.
Unhealthy and Abusive relationships	NSPCC - that abuse comes in many forms and is always wrong. Speaking out and getting help Abuse – NSPCC and Amaze
LGBTQ+	Identity and stereotypes

	Sexuality - what this is and that it is part of our identity. Homophobia. What form that can take in the playground and the power of words.
ICT – research health for Teens	Signposting to relevant and trustworthy sources of info and help.
Plenary	Fink Cards

## Year 8

<b>Myths and Facts</b>	Different types of love for different types of relationships To raise awareness of STIs.
<b>Healthy and Unhealthy relationships</b>	What should we expect of our relationships Why Y8 is too early for romantic love! Consent and agency The Law and how to say no !
<b>LGBT</b>	Sexuality – ‘genderbread’ person and what this means for how we treat people. Why are people prejudiced? ‘Just like us’ case studies to ground learning.
<b>ICT research – Health for Teens</b>	Signpost support and suitable web sites.
<b>Families today</b>	What's a family for? Different types of family – married, cohabiting, single, bereaved, blended and care. What kind of parents will you be?

## Year 9

<b>Relationships (RSE)</b>	To think about what you want from a relationship. To establish what a ‘good’ and ‘bad’ relationship may look like. Begin to develop skills of empowerment and agency.
<b>Just say no/maybe/yes?</b>	Is ‘True Love Waits’ an option? How to say no or wait.

<b>Consent and the Law</b>	
<b>What if .....</b>	To look at myths and facts of 'Safer Sex'. To introduce facts on STI's and how to prevent them. To reinforce Law and consent.
<b>Contraception</b>	What are options <b>when the time is right</b> . Whose responsibility ? Why ?
<b>Sexualities - allies</b> <b>Homophobia and the power of words.</b>	Why we need to think before we speak – banter v homophobia. When is a crime a Hate Crime? How to be an ally.
<b>You watched what ?</b> <b>Porn</b>	To understand the potential dangers of porn. To learn the law and work out why we have laws. Is the law effective- other strategies.
<b>Cohesive Control</b>	How might 'grooming happen'. Using CEOP resources 'Exposed'
<b>Sexual Harassment 'Call it out'</b>	
<b>Signposting</b>	Researching bishuk.co
<b>Rights and responsibilities</b>	Producing posters to place in all toilets.

## Year 10

<b>RSE relationships</b>	To consider the marks of a healthy relationship. To identify when a relationship may be unhealthy or exploitative.
<b>RSE choices</b>	To begin to think about the variety of choices (no, not yet, safer sex). To learn principles of assertiveness.
<b>RSE consent</b>	Law and consent. Effects of alcohol, drugs, peer pressure on 'consent'.
<b>Harassment</b>	Looking at the pyramid of harassment and sexual violence. How to #callitout Support and strategies.
<b>RSE –Safer Sex (contraception)</b>	Responsibility – whose is it? Looking at pro's and con's. Thinking about safety.

<b>RSE - consequences (STI)</b>	Physical, emotional, social consequences are thought through. Action and behaviour to prevent consequences evaluated. Familiarise pupils with talking about condoms to naturalise potential conversations in the future.
<b>RSE - sexuality</b>	To recap and add to knowledge of LGBTQ To think about inclusion and equal opportunities.
<b>RSE – e-safety</b>	What's the big deal about porn?
<b>Signposting</b>	To investigate sources of information and become familiar with BISH.uk
<b>RSE - plenary</b>	Using 'FINK' cards to assess learning and understanding.

## Year 11

<b>Learning from Love Island</b>	To think about the variety of choices in each relationship situation, including exploitation.
<b>Consultation</b>	Y11 give opinions of what should be taught when in RSE.
<b>Healthy Relationships</b>	Using a pair/share activity to identify healthy markers in relationships and 'red flags' to look out for. Peer presentations.
<b>Consent</b>	Enthusiastic or body language? Coercion or consent.
<b>STI's - HIV</b>	To update knowledge in light of recent research To look at HIV. To work through advantages of condom use.
<b>Contraception</b>	To update knowledge in light of recent research. Looking at pro's and con's. Thinking about why teenagers don't use condoms in general and come up with possible solutions.

**APPENDIX 3 – Careers Progression Overview**

Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> <li>Introduced to the ideas of being lifelong learners and gaining transferable skills, as they go through Senior School, with all its co-curricular and Round Square opportunities. Asking 'what is career' and 'skills and qualities'</li> <li>Looking at 10 employability skills through the use of individual career care studies. Use Panjango trump cards and the 'Employability' game.</li> <li>Real world skills – creativity as linked to the world of work.</li> </ul>	<ul style="list-style-type: none"> <li>Using a Panjango quiz to introduce the scope of careers. Recapping hard and soft skills.</li> <li>Think about growth mindset and Resilience and how these apply to careers. Are there skills we need that we need to use these qualities to develop?</li> <li>Sexism and stereotypes in the workplace. Using a McDonald case study to talk about Equal Opportunities in the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>Using Skills snapper recap hard and soft skills.</li> <li>What's my career' game. Then Career Questions in groups.</li> <li>Introduce Unifrog site and take personality test and link result to possible jobs.</li> <li>Using Unifrog research two of your names jobs that you would never have considered.</li> <li>Career paths, using Garth from BBC as an example.</li> </ul>	<ul style="list-style-type: none"> <li>To reflect on the idea that as the world of work shifts to accommodate new discoveries and needs, we need to have a skill set that is transferrable.</li> <li>To understand the difference between hard and soft skills.</li> <li>To identify future goals and career ideas.</li> <li>To understand how to gather and record evidence for a personal statement.</li> <li>To think about the advantages of work experience and how to get the most out of this.</li> <li>Using <a href="http://yourgameplan.co.uk">yourgameplan.co.uk</a> working through modules on</li> </ul>	<ul style="list-style-type: none"> <li>Revisit and develop employability skills.</li> <li>Working through 8 different skills and applying them to the world of work.</li> <li>An effective CV game.</li> <li>Emotional Literacy.</li> <li>Zero Hours contracts and Gig economy.</li> <li>Sexual harassment at work.</li> </ul>

			'Developing a Career strategy' and 'Successful habits' and 'programming your mind for success'.	
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