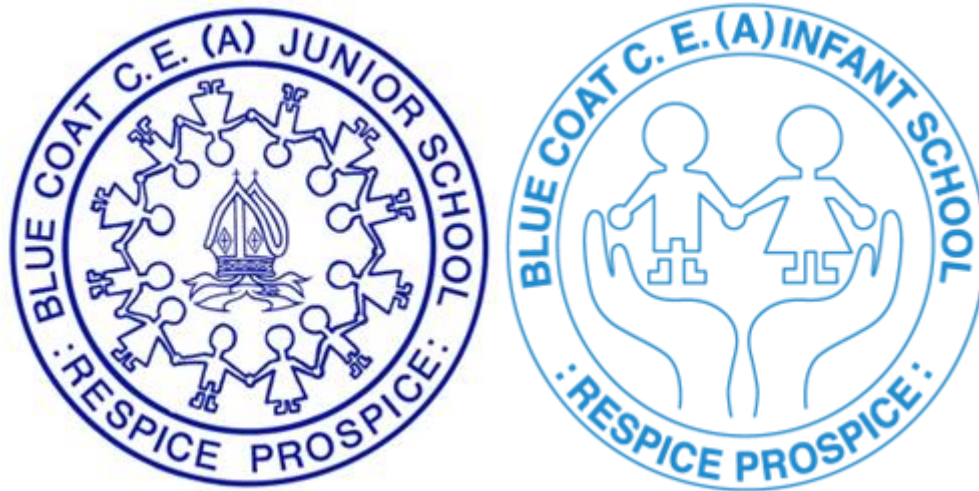


'Love God, Love others' and 'Let your light shine'



**BLUE COAT C E (AIDED) INFANT AND JUNIOR SCHOOLS'
FEDERATION**

Proposed Personal, social, health and economic (PSHE) Policy

Approved by:	Mr. A. Orlik
Last reviewed:	October 2026

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1. Aims

At Blue Coat CE Federation, guided by our Christian vision to **‘Love God, Love Others’ and ‘Let Your Light Shine’ (Matthew 5:16)**, we aim to equip pupils with the knowledge, understanding and skills they need to thrive both now and in the future as healthy, responsible and active members of society. Rooted in our Christian vision and values, our PSHE curriculum supports pupils to grow as confident, respectful and compassionate individuals who are prepared for the opportunities, responsibilities and experiences of modern Britain.

By the time pupils leave our schools, we want them to have developed the knowledge, skills and values needed to make positive choices, build healthy relationships and contribute positively to their communities and the wider world.

The aims of Personal, Social, Health and Economic (PSHE) education at Blue Coat CE Federation are to help pupils:

- Gain the knowledge and skills necessary to make safe, informed and responsible decisions.
- Understand how to stay physically healthy and mentally well.
- Develop positive relationships based on kindness, respect, empathy and inclusion.
- Build resilience, confidence and self-esteem, enabling them to manage challenges and change effectively.
- Recognise and manage risks, including those associated with online activity, personal safety and wellbeing.
- Positively contribute to school life and the wider community through active participation and service.
- Understand and celebrate diversity, showing respect for people from different backgrounds, cultures, faiths and beliefs.
- Learn about their rights and responsibilities as citizens and understand how they can make a positive contribution to society.
- Develop an understanding of democracy, equality and justice, and learn how to express their views confidently and respectfully.
- Gain financial awareness and practical life skills that will support them in their future education and adult lives.
- Promote Fundamental British Values including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Through our carefully planned curriculum, pupils are encouraged to live out our Christian values, flourish as individuals, and become caring, responsible citizens who make a positive difference in the world around them.

2. Statutory requirements

PSHE is a non-statutory subject; however, several elements of the curriculum are statutory and are taught in accordance with national guidance and legislation.

At Blue Coat CE Federation:

- We must teach Relationships and Sex Education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#) issued by the Department for Education.
- Health Education is taught as a statutory requirement, following the same guidance.
- In the Early Years Foundation Stage (EYFS), pupils develop personal, social and emotional skills through the **Personal, Social and Emotional Development (PSED)** area of learning, as set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

In addition to these statutory requirements, our wider PSHE curriculum reflects our Christian vision and values and supports pupils to develop the knowledge, skills and understanding they need to lead safe, healthy and fulfilling lives, both now and in the future.

3. Content and delivery

3.1 What we teach

Blue Coat CE Federation is required to teach the statutory content for Relationships Education and Health Education, as set out in the Department for Education's statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education*.

Further information about our Relationships and Sex Education (RSE) curriculum, including the content taught and how decisions are made regarding curriculum provision, can be found in our **Relationships and Sex Education (RSE) Policy**, which is available on the federation website or from the school office on request.

Beyond these statutory requirements, our wider PSHE curriculum is carefully planned to reflect our Christian vision and values and to meet the needs of our pupils. Through a progressive programme of study, pupils develop the knowledge, skills and understanding necessary to stay safe, healthy and informed; build positive relationships; become responsible citizens; and prepare for life in modern Britain.

For further details of the PSHE curriculum content taught in each year group and key stage, please refer to the **PSHE Curriculum Map (Appendix 1)**.

Our detailed **PSHE Programme of Study** can be found in **Appendix 2**. This outlines the key themes, knowledge and skills taught within each year group and demonstrates how learning is sequenced and built upon throughout pupils' time at Blue Coat CE Federation.

3.2 How we teach it

At Blue Coat CE Federation, PSHE is delivered through a planned programme of study that reflects our Christian vision and values and supports pupils' personal development, wellbeing and preparation for life in modern Britain.

PSHE is taught through dedicated lessons across all year groups. The curriculum is delivered through a carefully sequenced programme that builds pupils' knowledge, skills and understanding progressively over time.

In addition to discrete PSHE lessons, pupils' personal development is enhanced through:

- Collective worship and assemblies
- Circle time and class discussions
- Religious Education lessons
- Computing lessons, particularly those relating to online safety
- Relationships and Sex Education (RSE)
- Educational visits and residential experiences
- Enrichment activities and themed awareness days
- Pupil leadership opportunities, including School Council and other ambassador roles
- Visitors and workshops from external agencies where appropriate

These opportunities help pupils apply their learning in real-life contexts and make meaningful connections between school and the wider world.

Where appropriate, visits, visitors and enrichment opportunities are used to enhance learning and provide authentic experiences. This may include visits from health professionals, emergency services, community groups, charities and other specialist organisations, as well as educational visits linked to specific curriculum themes.

PSHE is primarily delivered by class teachers, who are best placed to understand the needs of their pupils and foster positive relationships within the classroom. Specialist visitors and external agencies may also contribute to aspects of the curriculum when their expertise enhances pupils' learning.

Assessment in PSHE is primarily formative. Teachers assess pupils' knowledge, understanding and skills through classroom discussion, questioning, observation, pupil reflection and learning activities. Assessment information is used to inform future teaching and identify areas where additional support may be required.

3.3 Inclusion

We are committed to ensuring that PSHE is accessible to all pupils, regardless of ability, background, faith, gender or special educational needs and/or disabilities (SEND).

Teachers adapt lessons and resources to meet pupils' individual needs through:

- Appropriate differentiation and scaffolding
- Adapted materials and teaching approaches
- Additional adult support where required
- Visual aids, practical activities and discussion-based learning
- Consideration of pupils' developmental stage and prior knowledge

Our inclusive approach ensures that every pupil can participate fully and make progress within the PSHE curriculum.

3.4 Managing Sensitive and Controversial Issues

PSHE provides opportunities for pupils to discuss a range of sensitive and sometimes controversial issues. Teachers create a safe, respectful and supportive environment in which pupils can ask questions, share opinions and explore different viewpoints.

Staff teach PSHE in an objective, balanced and age-appropriate manner. Personal beliefs and attitudes are not promoted, and all teaching is delivered in line with statutory guidance, the Equality Act 2010 and the school's values.

3.5 Early Years Foundation Stage (EYFS)

In the Early Years Foundation Stage, personal, social and emotional development is taught through the Personal, Social and Emotional Development (PSED) area of learning within the EYFS Framework.

Children are supported to:

- Develop positive relationships with others
- Build confidence and independence
- Understand and manage their feelings
- Work and play cooperatively
- Develop self-regulation and resilience
- Show awareness of healthy lifestyles and personal safety

Learning is delivered through carefully planned adult-led activities, continuous provision, play-based experiences and daily interactions. Through these experiences, children work towards the Early Learning Goals and develop the foundations for future learning in PSHE.

3.6 Reporting to Parents and Carers

Parents and carers are informed about their child's personal development and progress through annual reports, parent consultations and regular communication from school. Information about the PSHE curriculum is available through school curriculum documentation and policies published on the federation website.

4. Roles and Responsibilities

4.1 The Governing Board

The Governing Board is responsible for monitoring the effectiveness of this policy and holding school leaders to account for its implementation.

The Governing Board has delegated responsibility for the approval and review of this policy to the Standards and Curriculum Committee.

4.2 The Executive Headteacher

The Executive Headteacher is responsible for:

- Ensuring that PSHE is taught consistently across the federation.
- Providing appropriate support, training and resources for staff.
- Monitoring the quality of teaching and learning within PSHE.
- Ensuring that the curriculum meets statutory requirements and reflects the school's Christian vision and values.

4.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive, inclusive and age-appropriate manner.
- Modelling positive attitudes and behaviours.
- Creating a safe and respectful learning environment.
- Monitoring pupil progress and understanding.
- Responding to the needs of individual pupils, including those with SEND.
- Following the school's safeguarding procedures where concerns arise.
- Delivering the curriculum objectively and in accordance with statutory guidance.

PSHE is primarily taught by class teachers, supported by subject leaders, senior leaders and, where appropriate, external providers.

The PSHE Subject Leader is responsible for overseeing curriculum development, monitoring implementation and supporting colleagues in the delivery of the subject.

4.4 Pupils

Pupils are expected to:

- Engage fully in PSHE lessons and related activities.
- Show respect for the views, beliefs and experiences of others.
- Contribute positively to discussions in a safe and supportive environment.
- Follow the school's behaviour expectations when discussing sensitive topics
- navigate digital environments safely and responsibly, including recognising online risks, managing screen time, protecting personal information, identifying misinformation and knowing how to seek help.

5. Monitoring Arrangements

The delivery and effectiveness of PSHE are monitored by the PSHE Subject Leader and Senior Leadership Team through:

- Learning walks
- Lesson observations
- Pupil voice activities
- Monitoring of assessment information
- Staff feedback and professional dialogue

Findings from monitoring activities are used to inform future curriculum development, staff training and school improvement priorities.

At each review, the policy will be approved by the Governing Board, through its delegated committee structure.

This policy will be reviewed annually by the PSHE Subject Leader and Executive Headteacher, or sooner if there are changes to statutory guidance or local circumstances.

6. Monitoring and Evaluation

- Subject leaders monitor provision through learning walks, pupil voice, planning scrutiny and work scrutiny.
- Governors receive updates through curriculum reports.
- The policy is reviewed annually or earlier if legislation changes.

7. Links with Other Policies

This policy should be read alongside the following policies and procedures:

- Relationships and Sex Education (RSE) Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Equality Information and Objectives Statement
- Special Educational Needs and Disabilities (SEND) Policy
- Anti-Bullying Policy
- Attendance Policy
- Early Years Foundation Stage (EYFS) Policy
- Computing Policy
- Spiritual, Moral, Social and Cultural (SMSC) Policy
- British Values Statement

Our PSHE policy is informed by existing DfE guidance:

[Keeping Children Safe in Education](#) (statutory guidance)

[Equality Act 2010 and schools Equality Act 2010: advice for schools](#) - GOV.UK (www.gov.uk)

[SEND code of practice: 0 to 25 years](#) (statutory guidance)

[Mental Health and Behaviour in Schools](#) (advice for schools)

[Social, emotional and mental wellbeing in primary and secondary education](#). (NICE guidance)

[Promoting and supporting mental health and wellbeing in schools and colleges](#) (guidance for schools and colleges)

[Promoting Fundamental British Values as part of SMSC in schools](#)

Appendix 1: PSHE and Citizenship

Welcome to the Blue Coat CE Federation's Curriculum Model (with links from PSHE Association) for EYFS, key stages 1 and 2. It is designed to accompany the 2026 edition of the Programme of Study for PSHE education, which covers all of Relationships, Sex and Health education (RSHE), including statutory content for Relationships and Health Education and recommended content for Sex Education, as well as essential learning on Economic Wellbeing and Careers Education. The Programme of Study sets out learning opportunities for each key stage.

Our Curriculum Model supports you to turn this into a tailored PSHE education curriculum for your school, by providing:

- a long-term plan for the academic year across all year groups and half terms
- medium-term plans for each year group with unit outlines
- links to lesson plans (PSHE Association resources and resources carrying the Association's Quality Mark) that could be used to deliver each half-term unit
- additional or alternative resources that could be used to enhance each half-term unit
- New PSHE Association and quality assured lesson plans will be added to the Curriculum Model as they are published.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Self-regulation: Listening and following instructions		Building relationships: Special relationships		NSPCC: Talk PANTS	
Reception	Self-regulation: My feelings	Building relationships: My family and friends	Foundations for Wellbeing	Dental health	NSPCC: Talk PANTS	Friendship and bullying
Year 1	Mental health and wellbeing	Making friends: playing and learning together	Celebrating me, you and our families	Safety at home	Being healthy	Showing kindness to ourselves and others
Year 2	Mental health and wellbeing	Keeping safe online	Me, my body and staying safe	*Money and work	Safety outside the home	Looking back and moving on
Year 3	Mental health and wellbeing	Me, my friends and belonging	Building healthy habits	Making choices online	Keeping safe out and about	Looking out for each other
Year 4	Mental health and wellbeing	Exploring ways to manage risk	Forming respectful relationships	*Money matters and news literacy	Families and growing together	Me, my body and growing up
Year 5	Mental health and wellbeing	Friendships, stereotypes and bullying	Positively engaging with our world	Respecting boundaries	Safe connections online	Embedding healthy habits and learning first aid
Year 6	Mental health and wellbeing	Managing money and online spending	Developing our AI literacy	Looking to the future	Drug education: assessing risk and managing influences	Changes in puberty (and sex education)

*Economics and Wellbeing (non-statutory)

Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Self-regulation: Listening and following instructions 6 lessons (KAPOW) Developing listening and communication skills through stories and games that encourage careful attention to spoken language. The children explore how information can change as it is passed from person to person and how rumours spread.		Building relationships: Special relationships 6 lessons (Kapow) Learning about families, friendships and positive relationships by exploring the importance of special people in the children's lives. They consider the value of sharing, learn strategies for sharing fairly and recognise their own strengths as individuals.		Summer term - NSPCC: Talk PANTS (Kapow) Use the resources for early years from NSPCC to introduce children to the PANTS rule and vital tools to help keep safe from harm and abuse.	
Overview					NSPCC: Talk PANTS 6 lessons aimed at 3-4 years: Learn will learn to say yes or no Show acceptance or refusal Ask and check for permissions Talk with a key person about their own lives Put on their own clothes Demonstrate self-care such as hand washing Demonstrate co-operative play	

Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Self-regulation: My feelings Understanding feelings and emotions by recognising specific emotions, expressing them appropriately and managing strong feelings effectively. The children identify their own and others' emotions and learn strategies to respond positively.	Building relationships: My family and friends Kapow Developing an understanding of sharing, turn-taking and positive relationships. The children consider the qualities of a good friend, recognise how kind words affect others and work collaboratively to develop teamwork skills.	Spring term - Foundations for Wellbeing Use the 5 EYFS lessons in our mental health curriculum to support children to understand and manage their emotions, attention and behaviour.	Dental health	Summer term - NSPCC: Talk PANTS Use the resources for early years from NSPCC to introduce children to the PANTS rule and vital tools to help keep safe from harm and abuse.	Autumn term - Friendship and bullying lesson pack Use the EYFS activity pack from this suite of lessons to support learning in the prime area of personal, social and emotional development (PSED).
Overview	6 lessons - (Kapow)	Friendship and bullying Learning outcome 1: Children will be able to work and play cooperatively with peers Learning outcome 2: Children will be able to demonstrate the skills to form friendships with peers Learning outcome 3: Children will be able to demonstrate how to find fair or satisfying solutions to conflict (building relationships Kapow – unit 4)	Foundations of Well-being L1: Finding out about feelings L2: Finding focus L3: Feel-good thoughts and feelings L4: From Worrysaurus to Bettersaurus 5: Feeling tense, feeling calm (KAPOW- unit 6 Managing self: My wellbeing)	Dental Health Children will be able to: - name ways to look after teeth, including making food and drink choices and identifying who can help them - describe and demonstrate the steps for brushing teeth with fluoride toothpaste - use small tools with control during dental health-themed activities.	This lesson pack : 2 x new activity plans for Childcare settings and Reception class: Introduce the 'PANTS' rules early on Provide opportunities to practise giving and asking for consent	Building relationships: My family and friends KAPOW - 6 lessons

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Mental health and wellbeing This unit supports pupils to notice and name different types of feelings and thoughts – and learn simple self-regulation strategies to manage them.	Making friends: playing and learning together This unit explores how to listen, share, work cooperatively, and when and how to ask for permission. Pupils learn about friendships, including falling out and how to recognise bullying.	Celebrating me, you and our families This unit explores similarities and differences, as well as everyone's individuality. Pupils look at different families, and how family members can show care and love for each other.	Safety at home This unit introduces pupils to hazards and risk in the context of the home. It explores strategies for staying safe, including in relation to household products and medicines.	Being healthy This unit teaches about healthy lifestyles, including sleep, healthy food and drink choices, physical activity, hygiene routines (including teeth brushing) and sun safety	Showing kindness to ourselves and others This unit revisits learning about feelings, and explores the importance of kindness. <u>Y1 Transition lesson</u>
Overview	Suggested lessons: Foundations for Wellbeing – Y1 L1: Noticing feelings L2: Distraction L3: Paying attention to pleasant feelings L4: Helpful and unhelpful thoughts L5: Reacting Kapow - Y1 Health and wellbeing	Suggested lessons: Ground rules, rule! – KS1 Learning and playing together – KS1 Friendship and bullying – KS1 L1: Let's be friends L2: Let's make up L3: Let's be kind Consent – KS1 L1: Asking for permission	Suggested lessons: Personal identity – KS1 L1: All different, all special Belonging and community – KS1 L1: Sameness and difference Families – KS1 L1: What makes a family? L2: Different families Y1 - Families and relationships - 8 session	Suggested lessons: Keeping safe at home – KS1 L1: Keeping safe at home Drug education – KS1 L1: Keeping safe L2: Keeping healthy L3: Medicines and household products <u>Y1 Safety and the changing body</u>	Suggested lessons: Keeping safe: Sun safety – KS1 L1: Keeping safe in the sun The sleep factor – KS1 L1: Ready for sleep Food for thought – KS1 L1: Keeping healthy with food and drink Dental health – KS1 L1: Looking after our teeth The importance of handwashing – KS1	Suggested lessons: OHID: Every mind matters – KS1 L1: Emotions L2: Kindness L3: Self-care Transition lesson -1 lessons Helping Year 1 pupils with the transition to a new year and the changes that come with it

Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Mental health and wellbeing This unit builds on the learning in year 1 by exploring a range of feelings and their intensity, and simple strategies to help manage them. The unit also introduces different kinds of change and loss (including bereavement).	Keeping safe online This unit explores how online content can impact feelings, and supports pupils to make safe choices about what they watch or share online (including the importance of not sharing personal information).	Me, my body and staying safe This unit explores how people change as they grow from young to old. Pupils are introduced to the names of private body parts, including genitalia, and learn how the Talk PANTS rules can help keep children safe.	*Money and work This unit examines people's different strengths and interests and what this means for the jobs they might choose. It explores what money is, how jobs can help people earn money, and how to distinguish between needs and wants.	Safety outside the home This unit builds on prior learning about risk through the context of road and rail safety. Pupils learn what an 'emergency' is and how to get help from an adult in an emergency, or call 999 themselves if they need to.	Looking back and moving on Use this unit to consolidate learning – this could include an extended project rehearsing skills and extending knowledge from previous units. It is also an opportunity to celebrate pupils' achievements and prepare them for the transition to key stage 2.
Overview	Suggested lessons: Foundations for Wellbeing – Y2 L1: Noticing and naming feelings L2: Different distractions L3: Changing thoughts and feelings L4: Managing unhelpful thoughts L5: Reactions and responses Y2 Health and wellbeing (Kapow 8 sessions) Change, loss and grief – KS1 L1: What happens when things change?	Suggested lessons: CEOP: Jessie and Friends – KS1 L1: Watching videos L2: Sharing pictures L3: Playing games BBFC: Watch out! – KS1 L1: Helping to make good viewing choices L2: Keeping viewing choices safe	Suggested lessons: Medway: Changing and growing up – KS1 L1: My special people L2: Growing up – the human life cycle L3: Everybody's body NSPCC: Talk PANTS – 5-7 L1: PANTS power L2: More PANTS power Y2 Safety and the changing body (10 sessions)	Suggested lessons: The Careers and Enterprise Company: Careers explorers – KS1 L1: Strengths and interests L2: Different jobs Money and wellbeing – KS1 L1: What is money? L2: Money choices KAPow -Y2 Economic wellbeing 7 lessons	Suggested lessons: Road and rail safety – KS1 L1: Crossing the road L2: Keeping safe around railways Emergencies lesson Environment agency – KS1 L1: Caring for the environment Y2 Safety and the changing body (10 sessions)	Suggested lessons: Foundations for Wellbeing : Revisit the extension and embedding activities in year 2 lessons. Embracing change and new challenges – KS1 L1: Moving to a new class <u>Year 2: Transition lesson - 1 lessons</u>

*Economics, wellbeing & careers

Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Mental health and wellbeing Building on the learning in year 2, this unit develops pupils' bank of self-regulation strategies and provides the opportunity to apply them in new contexts, such as managing worries.	Me, my friends and belonging This unit explores themes of personal identity and friendship. Pupils learn ways to make others feel welcome and included.	Building healthy habits This unit develops pupils' understanding of healthy habits, including healthier food and drink choices, maintaining dental health and regular physical activity.	Making choices online This unit explores how to protect information online and make choices about online content, including understanding age ratings.	Keeping safe out and about This unit supports pupils to identify risk and keep safe in the sun, as well as around railways and water.	Looking out for each other This unit explores the basics of first aid, and revisits how to make an efficient call to the emergency services.
Overview	Suggested lessons: <u>Foundations for Wellbeing</u> – Y3 L1: Exploring emotions L2: Understanding distraction L3: Managing thoughts and emotions L4: Managing worries L5: Managing responses <u>Y3 Health and wellbeing</u> 8 lessons (Kapow)	Suggested lessons: <u>Personal identity</u> – KS2 L1: Personal identity Medway: <u>Changing and growing up</u> – Y3 L1: What makes a good friend L2: Falling out with friends <u>Belonging and community</u> – Y3-4 L2: Belonging to a community <u>Y3 Families and relationships</u> – 9 lessons	Suggested lessons: <u>Food for thought</u> – KS2 L1: Healthier eating and drinking habits L2: Healthier eating – choices and influences L3: Ready, set, cook! <u>Dental health</u> – KS2 L1: Exploring dental health	Suggested lessons: NSCS: <u>CyberSprinters</u> – KS2 L1: Creating and managing passwords L2: Protecting your devices BBFC: <u>Let's watch a film</u> – KS2 L1: What can we watch? L2: Can we choose what to watch?	Suggested lessons: Keeping safe: <u>Sun safety</u> – KS2 L1: Managing risk in the sun <u>Road and rail safety</u> – KS2 L4: Risks and keeping safe <u>Environment agency</u> – KS2 L1: Canals and rivers L2: Flood alert! <u>Y3 Safety and the changing body</u> -9 lessons (Kapow)	Suggested lessons: <u>St John's Ambulance:</u> First aid – KS2 L1: Allergies L4: Bites and stings L7: Calling for help <u>Foundations for Wellbeing:</u> Revisit the extension and embedding activities in year 3 lessons. <u>Year 3: Transition lesson</u> (lessons)

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Mental health and wellbeing Building on the learning in year 3, this unit extends pupils' understanding of self-regulation strategies and explores factors that can support wellbeing	Exploring ways to manage risk This unit explores assessing and managing risk in different contexts, and the role that peer influence can play in personal safety.	Forming respectful relationships This unit supports pupils to respond appropriately to conflicts and bullying, and to understand the importance of kindness.	*Money matters and news literacy This unit explores how attitudes and influences can impact decisions about money. It encourages pupils to critically engage with news stories and recognise how they might affect emotions.	Families and growing together This unit supports pupils' understanding of diverse family structures, and how families can change.	Me, my body and growing up This unit focuses on the physical and emotional changes experienced during puberty, and builds pupils' confidence in using the Talk PANTS rule to keep safe.
Overview	Suggested lessons: <u>Foundations for Wellbeing – Y4</u> L1: Describing emotions L2: Understanding internal and external distractions L3: Exploring different thinking habits L4: Different ways to manage worries L5: Strategies for calm <u>Change, loss and grief – Y3-4</u> L2: How do people manage change and loss? <u>Y4 Health and wellbeing</u> (8 lessons) Kapow	Suggested lessons: <u>Firework safety – KS2</u> KL1: Firework safety Keeping safe at home – KS2 <u>L2: Keeping safe at home</u> <u>Road and rail safety – KS2</u> L3: Independently crossing the road <u>Exploring risk in relation to gambling – KS2</u> L1: Exploring risk OHID: <u>Every mind matters</u> – KS2 L1: Kindness (moved from Spr1)	Suggested lessons: <u>Friendship and bullying – Y3-4</u> L1: Valuing friendships L2: Friendship challenges L3: What is bullying <u>Drug education – Y3-4</u> L1: Medicines and household products L2: Smoking, vaping and alcohol Y4 Safety and the changing body - 9 lessons (Kapow)	Suggested lessons: <u>Money and wellbeing – Y4</u> L1: How money is used L2: Making decisions about money <u>Guardian Foundation: NewsWise – ages 7-9</u> L4: How news affects feelings L6: Fake or real news? L7: Questioning images in the news Y4 Economic wellbeing - 7 lessons - Kapow	Suggested lessons: <u>Families – KS2</u> L1: Family relationships L2: Diverse families L 3: Family changes <u>Committed relationships and family life – KS2</u> L1: Marriage and partnership Y4 Families and relationships - 9 lessons (Kapow)	Suggested lessons: <u>Medway: Changing and growing up – Y4-5</u> L1: Time to change <u>Changing and growing:</u> L2: Menstruation Lesson on periods- KAPOW L3: Personal hygiene L4: Emotions and feelings <u>NSPCC: Talk PANTS – ages 7-9</u> L1: Building confidence Year 4: Transition lesson 1 - Kapow

Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Mental health and wellbeing This unit revisits and builds on prior learning about mental health, exploring how different self-regulation strategies can help shift habitual thoughts and emotions, and support wellbeing.	Friendships, stereotypes and bullying This unit explores respectful relationships and what to do about bullying. Pupils learn how to recognise and challenge stereotypes and prejudiced or extreme views.	Positively engaging with our world This unit examines healthy ways of engaging with news stories and the impact that climate change can have on emotions and wellbeing.	Respecting boundaries This unit explores personal boundaries, different types of touch, and how to respectfully ask, give or not give permission.	Safe connections online This unit supports pupils to stay safe and manage risks if socialising online. It also touches on cybercrime.	Embedding healthy habits and learning first aid This unit supports pupils to recognise the benefits of healthy habits such as sun safety, regular exercise and goal setting. It also covers first aid.
Overview	Suggested lessons: <u>Foundations for Wellbeing</u> – Y5 L1: Noticing and naming emotions L2: Directing attention and managing distractions L3: Changing thinking habits L4: Rumination and worry L5: Managing reactivity (Y5 Health and wellbeing 8 lessons)	Suggested lessons: <u>Friendship and bullying</u> – Y5-6 L1: Including others L2: Positive and respectful friendships L3: Bullying and its impact <u>Belonging and community</u> – Y5-6 L3: Challenging stereotypes L4: Addressing extremism	Suggested lessons: <u>Guardian Foundation: NewsWise</u> – ages 9-11 L3: Managing feelings about the news L5: Spotting fake news L6: Understanding that news is targeted <u>UCL: Climate change</u> - empathy and agency – KS2 L1: Connecting with nature L2: Everyday actions L3: Doing it together	Suggested lessons: <u>Consent – KS2</u> L1: Giving and seeking permission L2: Personal boundaries L3: Appropriate and inappropriate touch Y5 Safety and the changing body - 8 lessons - Kapow <u>NSPCC: Talk PANTS</u> – ages 9-11 L6: How can the PANTS rule help us? <u>Female genital mutilation</u> – Y5-6* L1: Keeping safe – FGM	Suggested lessons: <u>CEOP: Play, like, share</u> – ages 8-10 L1: Block him right good, Alfie! L2: Who's Magnus? L3: They have fans, we have friends! <u>CEOP: Connect</u> – Y5-6 L1: Respectful relationships L2: Socialising online <u>NCA: Making the right CyberChoices</u> – Y5-6	Suggested lessons: <u>Melanoma Fund: Sunguarding schools</u> – KS2 <u>Sure: Breaking limits</u> – KS2 L1: Confident mover L2: Team player L3: Goal setter <u>St John's Ambulance: First aid</u> – KS2 L2: Asthma L9: Head injuries Year 5: Transition lesson 1 (Kapow)

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Mental health and wellbeing This unit revisits and builds on prior learning about mental health, helping pupils to explore strategies that support wellbeing – including in the context of the transition to secondary school.	Managing money and online spending This unit explores economic wellbeing and online financial harms (incorporating elements of statutory RSHE) – including targeted advertising and other influences on online spending.	Developing our AI literacy This unit introduces different types of AI, including generative AI, and explores the opportunities, challenges and risks associated with its use.	Looking to the future This unit explores career-related learning (including different career pathways) and supports pupils to prepare for the transition to secondary school.	Drug education: assessing risk and managing influences This unit covers legal and illegal drugs, and the risks and effects of legal and illegal drug use.	Changes in puberty (and sex education) This unit builds pupils' understanding of how to manage the changes that occur during puberty, including increased independence and new sleep patterns.
Overview	Suggested lessons: <u>Foundations for Wellbeing</u> – Y6 L1: Regulating emotions L2: Managing distraction L3: Developing positive thinking habits L4: Managing rumination and worry L5: Managing stress <u>Change, loss and grief</u> – Y5-6 L3: How do people manage loss and support each other?	Suggested lessons: <u>Money and wellbeing</u> – Y6 L1: Money and emotional wellbeing L2: <u>Being a critical consumer Exploring risk in relation to gambling</u> – KS2 L2: Chancing it! <u>Online financial harms</u> – KS2 L1: Spending influences L2: Wellbeing and support Y6 Economic wellbeing- 7 lessons (Kapow)	Suggested lessons: COMING SOON <u>Understanding AI: Rights, safety and wellbeing lessons</u> L1: What is AI? L2: How does AI affect our rights? L3: What is an AI chatbot? Home office – Digital deception: <u>Understanding deepfakes</u> – Y5-6 L1: The impact of generative AI L2: The ethics of AI images <u>Pick your pics</u> – Y5-6 L1: Pick your pics	Suggested lessons: <u>The Careers and Enterprise Company: Careers explorers</u> – KS2 L1: Job skills L2: Choosing a career L3: Career routes <u>Embracing change and new challenges</u> – Y6 L1: Moving to secondary school	Suggested lessons: <u>Drug education</u> – Y5-6 L1: Medicines L2: Legal and illegal drugs L3: Influences and pressure L4: Tobacco, vaping and alcohol in the media	Suggested lessons: <u>Medway: Changing and growing up</u> – Y6 L1: Puberty recap L2: Puberty – change and becoming independent L3: Positive, healthy relationships L4: How a baby is made* *The parental right to withdraw applies to sex education <u>The sleep factor</u> – KS2 L1: Getting a good night's sleep Yasmin and Tom <u>Changing and growing:</u> L2: Menstruation L3 Wet dreams

Appendix 2: PSHE and Citizenship Programme of Study

Key Stage 1-2

PSHE education offers both explicit and implicit learning opportunities that reflect pupils' increasing independence and physical and social awareness as they move through the primary phase. This builds on learning during the Early Years Foundation Stage (EYFS) and includes a focus on developing effective relationships (with peers, friends and family), assuming greater personal responsibility, and managing personal safety, including online. PSHE education also helps pupils to navigate the physical and emotional changes they experience, make informed choices regarding their own health and wellbeing, and develop social and emotional learning skills.

Sex Education is not compulsory in the primary phase, though the DfE statutory guidance recommends that 'primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science.

There are references at the end of each learning opportunity to show which statutory RSHE guidance content that learning opportunity addresses. For example, the first learning opportunity in key stage 1, 'what a family is and who is in our family F1 F2 ' addresses bullets 1 and 2 of the 'Families and people who care for me' section of the statutory RSHE guidance. The letters in the icons correspond to the statutory RSHE guidance sections as follows:'

Relationships Education	Health Education (Health and wellbeing)
F = Families and people who care for me CF = Caring friendships RKR = Respectful, kind relationships OSA = Online safety and awareness BS = Being safe	GW = General wellbeing WO Wellbeing online PHF = Physical health and fitness HE = Healthy eating DATV = Drugs, alcohol, tobacco and vaping HPP Health protection and prevention PS = Personal safety BFA = Basic first aid DB = Developing bodies

EYFS – Early Learning Goals

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Self-Regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Past and Present

- Talk about the lives of the people around them and their roles in society

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others

Section 1: Relationships (Sex) and Health Education (RSHE)**Families**

KS1: Learning opportunities: Pupils should have the opportunity to learn	KS2: Learning opportunities: Pupils should have the opportunity to learn...
1. what a family is and who is in our family F1 F2 2. that there are different types of family, and that everyone's family is unique and special F3 3. how families show love and care, and different ways they can spend time together and share each other's lives F2 F4 4. what to do if anything about family life is upsetting or concerning * F6 * see naming and recognising emotions in 'Mental health and wellbeing'	5. how and why families differ (e.g. with or without children, single parents, LGBT+ parents, blended families, adoption and fostering), and that all families should be respected F3 6. that families should provide love, care, protection, and safety for children as they grow up F1 F2 F4 7. that there are different types of relationships (e.g. friendships, family and romantic relationships); about committed, stable relationships, including marriage and civil partnerships F4 F5 8. that families can go through changes (e.g. new siblings, moving home) and experience difficult times, and can support each other through these F2 9. what to do and who to talk to if someone is worried about their family or feels unsafe * F6 * see naming and recognising emotions in 'Mental health and wellbeing'

Friendships

KS1: Learning opportunities: Pupils should have the opportunity to learn	KS2: Learning opportunities: Pupils should have the opportunity to learn...
1. what friendship is and what makes a good friend CF1 CF2 CF4 2. how people make friends and how to be kind and caring in friendships CF1 CF2 3. that friends can argue, and they can also make up CF5 RKR3 4. simple ways to resolve arguments between friends positively; that physically hurting someone is never the right way to solve an argument CF6 RKR3 5. how to ask for help if a friendship is making them feel unhappy CF7	6. about the importance of friendships; that positive friendships support wellbeing CF1 7. what constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate CF2 CF4 RKR2 8. how people choose and make friends; skills for building caring, kind friendships (e.g. mutual support, listening, respecting boundaries, celebrating friends' successes) CF1 CF2 9. that healthy friendships are not controlling or possessive; that everyone can have more than one friend, and that having different friends can bring different positive experiences CF1 RKR4 RKR2 10. that healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded CF1 CF3 CF4 GW6 11. strategies for recognising and managing peer influence and the desire for peer approval in friendships CF2 12. about balancing the needs and wishes of different people, e.g. in families or friendships; the importance of balancing their own needs with being kind to others RKR1 RKR4 13. that friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships CF5 14. how to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary CF7

Respecting self and others

KS1: Learning opportunities: Pupils should have the opportunity to learn	KS2: Learning opportunities: Pupils should have the opportunity to learn...
1. what makes them unique and special; how they are the same as, and different to, others; about the different groups they are part of, and how this can contribute to a sense of belonging RKR8 RKR10 2. that they have likes, dislikes and needs; why it is important to understand that not everyone likes, dislikes and needs the same things RKR1 3. how to respectfully express their likes, dislikes and needs, and listen to other people RKR3 RKR5 4. ways to show politeness and respect RKR7 5. how to play cooperatively; what they can do if they feel upset or angry with someone RKR3 RKR6 6. how to share, take turns and include others CF2 7. about kind and unkind behaviour; that someone's actions and words can be hurtful RKR3 RKR9 8. how to recognise bullying; how people may feel if they experience hurtful behaviour or bullying; the importance of telling an adult if they experience or witness bullying RKR9 GW7 9. how to identify people they can tell, and get help from, if they are worried, upset, uncomfortable or unsure about relationships or someone's behaviour, and why it is important to do so RKR11	10. the shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others RKR1 RKR6 GW1 11. about diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect RKR5 RKR8 12. how courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own RKR5 RKR7 13. how to communicate effectively and assertively, including expressing needs and boundaries; how being assertive differs from being controlling RKR3 RKR4 14. ways to reconcile differences and conflict positively and safely, including avoiding physical aggression and finding a compromise CF6 RKR3 15. how to respond to situations where they experience disappointment or frustration with others RKR3 16. about different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others GW7 RKR9 WO8 17. what stereotypes are and how they can be unfair; how stereotypes can negatively influence behaviours and attitudes towards others, including leading to bullying; strategies for challenging stereotypes RKR10 18. about prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help RKR5 RKR6 RKR10

Safe relationships: consent, boundaries and trust

KS1: Learning opportunities: Pupils should have the opportunity to learn	KS2: Learning opportunities: Pupils should have the opportunity to learn...
1. when to ask for permission and when others should ask for theirs, e.g. during play or when negotiating shared space, toys and resources; how to give or not give permission clearly and respectfully BS1 2. that everyone's body belongs to them; simple rules to protect privacy, recognise safe and unsafe touch, assert boundaries, and who to tell if concerned e.g. Talk PANTS rule from NSPCC DB2 BS2 BS3 3. that some parts of the body are private; to be able to name these private parts of the body (e.g. penis, testicles, scrotum, nipples, vulva, vagina) DB2 4. basic strategies for resisting pressure to do something they don't want to do, that makes them uncomfortable, or that might be unsafe BS4 BS5 BS6 5. what is meant by a 'trusted adult' (i.e., someone they know who makes them feel safe, listened to and cared for); how to ask for help from a trusted adult BS5 RKR11 6. to distinguish between trusted adults who are familiar to them, adults they recognise in the community, and adults they don't know RKR11 BS4 BS5 7. about the importance of not keeping adults' secrets (only happy surprises), and of telling a trusted adult about any secrets that make them feel uncomfortable, worried, embarrassed, or unsafe BS2 BS6 8. what to do if they feel unsafe or worried for themselves or others; who and how to ask for help; the importance of keeping trying until they are heard (RKR11, BS6, BS7) RKR11 BS6 BS7	9. the difference between public and private; why something might be private, and when children and adults have a right to privacy BS2 10. about seeking and giving/not giving permission (consent) in different situations with friends, peers and adults BS1 BS3 11. what is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries BS1 RKR2 12. about parts of the body that are private; that other people's bodies belong to them and should be respected; how to express boundaries about these body parts DB2 13. how to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe); how to respond to inappropriate or unwanted physical contact, including who to tell BS3 14. how to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that BS5 CF7 15. about keeping something confidential or secret, when this should not be agreed to, and when it is right to break a confidence or share a secret; who and how to tell about secrets that make them feel uncomfortable, worried or unsafe BS2 16. different ways to respond safely and appropriately to adults who are known or unknown to them, in a range of contexts; who to talk to if feeling uneasy about, or unsafe around, any adult BS4 BS6 OSA2 17. that some relationships can be harmful, dangerous or abusive; how to recognise signs that a relationship may be harmful, dangerous or abusive, and how to report abuse BS5 BS6 18. that female genital mutilation (FGM) is against British law; what to do and who to tell if they think they or someone they know might be at risk * BS2 BS3 BS6 F6 DB2 *Whilst it is not a statutory requirement to teach about FGM at primary school, we know that FGM is performed on girls from a young age and the guidance states "Primary relationships education... should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This can be delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information. Pupils should be able to recognise emotional, physical and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right." 19. how to identify trusted adults, and other sources of support and advice, in different contexts; the vocabulary and skills needed to seek help if they are concerned about their own or others' safety or if they feel worried, upset or frightened about something, including violence or harm; how to keep trying until they are heard BS5 BS6 BS7 RKR11

Mental Health and Wellbeing

KS1: Learning opportunities: Pupils should have the opportunity to learn	KS2: Learning opportunities: Pupils should have the opportunity to learn...
1. how to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly GW3 GW4 GW5 2. that being aware of their thoughts and feelings can help someone to manage them and is an important part of keeping healthy and well GW2 GW4 3. that someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses GW5 RKR3 4. about things that can help people feel good (e.g. playing outside, being in nature, physical activity, doing things they enjoy, spending time with family and friends, getting enough sleep) GW1 5. simple strategies to manage distraction, unhelpful thoughts and strong, unpleasant or uncomfortable feelings; that the brain can get better at remembering how to use these strategies GW1 GW5 6. about different kinds of change and loss (including death); how change and loss can affect people and who can help GW8 7. about preparing to move to a new class or year group and how to manage feelings during times of change GW3 GW8 8. who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help GW9	9. the importance of taking care of mental health and wellbeing, as well as physical health GW2 10. how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time GW3 GW4 GW5 11. about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends) GW1 12. how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses GW5 13. how to direct attention and manage distractions to support mental health and wellbeing GW1 14. self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations GW1 15. that when someone practises self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively GW1 16. how to manage emotional responses to events outside of their control (e.g. climate change or distressing events) GW5 17. that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad GW3 GW6 CF3 18. if unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing (e.g. by making it difficult to do important things, such as learning or playing), this can be a sign of a mental health difficulty, and there is support available to help people manage this GW10 19. about change, loss and grief, including bereavement; that people feel, express, and manage grief in different ways; strategies that can help with change, loss and grief GW8 20. about preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition GW8 21. when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school GW9 GW10

Keeping healthy and well

KS1: Learning opportunities: Pupils should have the opportunity to learn	KS2: Learning opportunities: Pupils should have the opportunity to learn...
1. people who help us stay healthy and who can help if feeling unwell or hurt HPP1 PHF4 2. how to brush teeth correctly; about visiting the dentist and how food and drink choices affect dental health HPP4 3. how to keep safe and well in the sun and protect skin from sun damage HPP2 4. why sleep is important; bedtime routines and ways to rest and relax HPP3 5. simple hygiene routines that can stop germs from spreading HPP5 6. who to talk to if they are worried about their health PHF4	7. how to maintain good oral hygiene (including correct brushing and cleaning between teeth); why regular visits to the dentist are essential; the impact of lifestyle choices on dental health HPP4 8. about the benefits and risks of sun exposure (including sun damage, heat stroke and skin cancer); how to keep safe and well in the sun and cool during heatwaves HPP2 9. how sleep quality and quantity support a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour, and ability to learn, and routines for good quality sleep HPP3 10. why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection (e.g. hygiene routines, vaccination, immunisation) HPP5 HPP6 11. the role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health HPP1

Physical activity and nutrition

KS1: Learning opportunities: Pupils should have the opportunity to learn	KS2: Learning opportunities: Pupils should have the opportunity to learn...
1. what being healthy means and how physical activity helps people to stay healthy PHF1 2. ways to be physically active every day PHF2 3. that there are different types of food and drink, with different tastes and textures, and people enjoy different foods HE2 4. that people often share food together, e.g. during mealtimes or special occasions HE2 HE3] 5. that food and drink come from different sources (e.g. eggs from chickens, fruit from trees/plants) and how some foods can be changed (e.g. grains into bread) before they are eaten or drunk HE1 HE4 6. that what someone eats and drinks can affect their health; about food and drink that support good health, the importance of eating a range of foods, the effects of consuming too much sugar; who to talk to if worried about what they eat and drink HE1 HE4 7. when and how children can make choices about what they eat and drink and who can help them make healthier choices HE2	8. what good physical health means; the characteristics of a balanced, healthy lifestyle PHF1 9. the benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly routines PHF1 PHF2 10. about choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain PHF3 11. the elements of a healthy, balanced diet; foods that should be eaten often or less often, and the benefits of eating a variety of nutritionally rich foods for health and wellbeing HE1 12. about the effects of different food and drink on the body and the effects of eating a less healthy diet, including ultra-processed foods HE4 13. how to develop healthier eating and drinking habits and how to manage influences on their choices HE1 HE2 HE4 14. some benefits of preparing meals at home; how to plan and prepare healthy meals HE3 15. how and when to speak to adults (including in school) if they are worried about their health PHF4

Changes and growing up

KS1: Learning opportunities: Pupils should have the opportunity to learn	KS2: Learning opportunities: Pupils should have the opportunity to learn...
1. about growing and changing from young to old and how people's needs change DB1	2. the external genitalia and internal reproductive organs in males and females DB1 DB2 DB3 3. the emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods, body hair); strategies to prepare for and manage these changes DB1 4. that people can develop crushes and be attracted to others romantically; that people may be attracted to someone of the same sex or different sex to them DB1 DB3 5. the facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual wellbeing* DB3 *Whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before that age will help pupils understand what to expect, before it happens to them or their peers. Sex education ** 6. about the processes of reproduction and birth as part of the human lifecycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for *** ** While Sex Education is not statutory in primary schools, the Department for Education recommends "that primaries teach Sex Education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science." *** Pupils may know that sexual intercourse does not always result in a baby and they may already have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education

Personal Safety and First Aid

KS1: Learning opportunities: Pupils should have the opportunity to learn	KS2: Learning opportunities: Pupils should have the opportunity to learn...
1. what rules are, some basic safety rules and how different rules can help to keep people safe in different situations PS1 2. how to recognise potentially harmful or hazardous situations in everyday life, including at home PS1 3. ways to keep safe when out and about, e.g. near railways, on the street and in busy places PS2 4. how to cross the road safely with adult support PS2 5. how to keep safe around water, using the water safety code PS2 6. about the people whose job it is to help keep children safe and how to get help from an adult if there is an accident or emergency BS4 BS7 7. how to dial 999 in an emergency (including from a locked mobile phone), and what to say BFA1	8. about the role of rules and laws in keeping people safe PS1 PS2 9. about hazards that may cause harm or injury in the home e.g. fire risks; how to help keep themselves safe, including around electrical appliances PS1 10. how to predict, assess and manage risk in different situations PS1 11. strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (e.g. rail, water, road, cycle and firework safety) PS2 12. what is meant by first aid; basic techniques for dealing with common injuries (e.g. bruises, scalds, burns, bleeds) * BFA2 * schools might also choose to teach about how to manage asthma attacks, allergic reactions, a person who is choking or unresponsive. For head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person 13. when and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them BFA1

Online life and safety

KS1: Learning opportunities: Pupils should have the opportunity to learn	KS2: Learning opportunities: Pupils should have the opportunity to learn...
1. different ways people use the internet in everyday life WO1 2. that not everything on the internet is true or real WO7 3. how the internet and digital devices can be used to safely and respectfully communicate with others WO2 WO4 OSA1 4. that it is important to be kind online; that people's feelings can be hurt by unkindness online OSA1 5. that sometimes people may behave differently online, including by pretending to be someone they're not or saying things that aren't true OSA2 6. basic rules to keep safe online, including which personal details should be kept private online; that anything shared online can be used or shared by other people WO10 OSA4 OSA5 7. how rules and age restrictions help protect children's wellbeing online; why it's important to limit time on, and take breaks from, digital devices WO3 WO5 OSA3 8. some benefits and risks of watching videos or playing games online WO6 WO7 9. how to tell a trusted adult if they have worries about something online WO11	Understanding the internet 10. about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online WO1 WO2 11. about rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent WO4 WO10 12. how content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see WO7 WO9 WO10 13. how text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation WO7 WO9 14. what AI is (including generative AI) and where it might be encountered in everyday life WO1 Risks, rules and wellbeing online 15. reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing WO5 16. the minimum age requirement for social media; how this protects children from inappropriate content or unsafe contact with other social media users OSA3 WO5 17. about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing WO3 18. how AI chatbots work; similarities and differences between interacting with an AI chatbot and a human, and the implications for wellbeing WO2 19. how to assess and manage risks relating to online gaming, including the impact of compulsive gaming on health and wellbeing; the risks relating to video game monetisation and loot boxes, as well as other online financial harms including scams and fraud, and their impact on wellbeing WO3 WO6 20. why and how to use privacy and location settings to protect information OSA4 21. where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online OSA6

Safe and respectful behaviour online

22.similarities and differences between communicating with someone online and offline; the importance of meaningful in-person relationships; that while online communication might enhance some relationships, purely online relationships may be less fulfilling **WO2**

23.that the same principles about how to treat others apply in all contexts, including online **OSA1**

24.how someone's online behaviour can affect other people; the importance of, and how to maintain, positive, kind and respectful communication online, including when anonymous **WO4**

25.strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online **OSA1 WO4**

26.about why someone may behave differently online, including pretending to be someone they are not; strategies for evaluating online relationships, recognising risks, harmful content and contact; how to report concerns to trusted adults and reliable sources of support **OSA2**

27.the risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet **OSA5**

28.how to decide what is appropriate to share online and what should not be shared **OSA4**

29.the importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why, and how to report concerns online **WO11**

Drug education

KS1: Learning opportunities: Pupils should have the opportunity to learn	KS2: Learning opportunities: Pupils should have the opportunity to learn...
1. that medicines can help people to stay healthy or feel better if they are unwell HPP6 2. that some things that go into or onto bodies can be harmful and how we might know if something is harmful DATV1 3. to recognise risk in relation to medicines, cleaning fluids and other potentially harmful products that might be in the home; what to do and who to tell if they think they are at risk DATV1	4. the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines) DATV1 5. how medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma HPP6 6. 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 DATV1 7. what can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break DATV1 8. that there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know DATV1 GW9

Section 2: Economic Wellbeing and Careers Education**Economic wellbeing**

KS1: Learning opportunities: Pupils should have the opportunity to learn	KS2: Learning opportunities: Pupils should have the opportunity to learn...
1. what money is, how people get money, and what it is used for 2. that money needs to be looked after; different ways of doing this, including keeping money in an account 3. different ways of paying for things 4. that money can be saved or spent; that people make different choices about saving and spending money 5. the difference between needs and wants; that people may not always be able to have the things they want	6. that people have different attitudes towards saving and spending money 7. what influences people's decisions about saving and spending, including individual priorities, needs and wants 8. how money can affect someone's emotions and wellbeing; how to manage feelings about money, including who to talk to 9. that what people do with their money can affect others and the environment (e.g. giving to charity, buying fair trade, buying single-use plastics) 10. different ways to keep track of money; how to keep money safe at home, outside the home or in a bank account 11. advantages and disadvantages of different ways of paying for things

Careers education: aspiration, learning and work

KS1: Learning opportunities: Pupils should have the opportunity to learn	KS2: Learning opportunities: Pupils should have the opportunity to learn...
1. that everyone has different strengths and interests; to identify what they enjoy, are good at or feel proud of 2. that people can earn money to pay for things by having a job 3. different jobs that people do, including roles and responsibilities people have in their community 4. some of the strengths and interests someone might need to do different jobs	5. to recognise their achievements and personal strengths; how to set targets to help achieve their goals 6. to identify and build skills that might help them in their future careers e.g. teamwork, communication, negotiation, critical thinking and digital literacy 7. that there is a broad range of different jobs that people can have; that people often have more than one type of job during their career 8. that a person's career aspirations should not be limited by stereotypes about particular jobs or career pathways 9. how different factors (e.g. personal interests, values and aspirations, family connections to certain trades or businesses, strengths and qualities, stereotypical assumptions) might influence people's decisions about a job or career 10. that people doing different jobs are paid different salaries and money is one factor that may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid 11. that there are different routes into careers (e.g. college, apprenticeship, university) 12. about the kind of job that they might like to do when they are older, whilst recognising that they may do a job that does not yet exist, due to societal, environmental and technological changes