



Sunninghill
PREP SCHOOL DORCHESTER

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PSHE & RSE Policy

Owner:

Assistant Head Pastoral & DSL SG, Head of PSHE SSm

- ✓ Policy required by ISI (inspection use)
- ✓ ISI requirement for publication on website
- ☐ Internal decision to publish on website
- ☐ Internal only
- ☐ Required reading for all staff

1.1 Mission and aim

The mission of Sunninghill Prep School is to provide an outstanding, individualised and holistic education in a stimulating learning environment that prepares all its pupils for a happy and fulfilling life.

Our aim is to inspire each and every individual to have the opportunity to discover what they are good at and be given the opportunity to excel so that success becomes infectious.

1.2 Aim of the PSHE policy

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

1.3 Objectives/Pupil learning intentions

The PSHE curriculum will support the pupil's personal development including the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

As part of this vision, we aim to deliver a high-quality Personal, Social, Health and Economic Education (PSHE) and Relationship and Sex Education (RSE) curriculum in which we convey accurate, relevant and age-appropriate information to pupils to support their personal development.

We very strongly believe that the education we provide should reflect both the universal needs shared by all pupils as well as the specific needs of individual pupils in our particular school. As such, the RSE strand of our PSHE curriculum has been carefully considered and will be reviewed regularly so that it is inclusive and meets the needs of each child, including those with special educational needs or disabilities (SEND).

This will ensure that our children can achieve their full potential and will leave our school prepared for the demands of society in their future. Relationships Education will support pupils in their understanding of healthy friendships, families and relationships with children and adults.

1.4 What is PSHE and RSE Education?

Personal, Social, Health and Economic Education (PSHE) is a subject in which pupils are taught skills and subject knowledge which will help to support them in their own lives, relationships and communities.

Relationships and Sex Education is a statutory component of the curriculum in schools (from September 2020). Relationships Education involves learning about many strands including: family relationships; friendships and relationships with peers and adults; healthy and unhealthy relationships; staying safe; the characteristics of positive relationships; relationships online and the emotional, social and physical aspects of growing up. Health Education covers healthy lifestyles, first aid, mental health, hygiene and puberty.

The official guidance for Relationships, Sex Education and Health Education from the Department for Education can be found here:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

We also believe that a complete PSHE and RSE curriculum is important to ensure that pupils have a well-rounded and rich curriculum covering a range of life skills as well as financial education and social education, learning about being part of a community and about social issues which affect their local area, nation and the whole world.

A high-quality PSHE curriculum makes a large contribution to providing personal development for all pupils.

1.5 Definition of Relationships and Sex Education

‘RSE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings’ (Sex Education Forum, 1999).

"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human

rights, such as the right to health, the right to information and sexual and reproductive rights."

Report to the UN General Assembly - July 2010 | Item 69, paragraph 18

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. RSE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

It has three main elements:

- **attitudes and values** – learning the importance of values and individual conscience and moral considerations; – learning the value of family life, marriage, and stable and loving relationships for the nurture of children; – learning the value of respect, love and care; – exploring, considering and understanding moral dilemmas; and – developing critical thinking as part of decision-making.
- **personal and social skills** – learning to manage emotions and relationships confidently and sensitively; – developing self-respect and empathy for others; – learning to make choices based on an understanding of difference and with an absence of prejudice; – developing an appreciation of the consequences of choices made; – managing conflict; and – learning how to recognise and avoid exploitation and abuse.
- **knowledge and understanding** – learning and understanding physical development at appropriate stages; – understanding human sexuality, reproduction, sexual health, emotions and relationships.

1.6 **The importance of celebrating diversity within PSHE and RSE**

We strive to promote equality through all aspects of our RSE and PSHE teaching. As such, our curriculum promotes tolerance and acceptance.

Just as we encourage Sunninghill children to celebrate their many different talents, strengths and aspirations, we also aim to celebrate diversity of cultures, traditions and religions. As an extension of this, pupils are taught about diversity in family structures and relationships, in line with British Values (see ‘The Equality Act – 2010’; ‘The Marriage Act – 2013’), including diverse families and same-sex parents. This ensures that every one of our pupils has the chance to develop the self-esteem and confidence they deserve in order to grow into understanding, accepting and respectful adults. We also fully support the notion that children should be taught about different families and relationships in modern Britain.

1.7 Equalities

The Equality Act 2010 covers the way the curriculum is delivered and we ensure that issues are taught in a way that does not subject pupils to discrimination. We have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b). Schools have a legal duty to promote equality (Equality Act 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

1.8 Who delivers the PSHE and RSE Curriculum?

Relationships Education lessons will be taught by tutors in the Junior Prep and by tutors in the Senior Prep (5-8). All children will receive a double lesson (1 hour approx) each week. Clear parameters will be established in class and special consideration will always be given when teaching particularly sensitive material ensuring that classes create their own ground rules. Staff will be fully aware of the children in their class and of any sensitivities which might need to be acknowledged when delivering particular units. It is planned that the PSHE coordinator will ensure that feedback on the curriculum, from staff, parents and pupils will inform curriculum design and policies where appropriate. The Head teacher will also assist the PSHE coordinator to facilitate PSHE and RSE training and CPD where needed.

The PSHE coordinator will monitor progression in the subject, observing lessons and reviewing feedback from teachers to help to develop the curriculum content and to ensure that the necessary resources are in place. They will also be responsible for reviewing and updating the policy with the Assistant Head (Pastoral) & DSL. The PSHE coordinator will ensure that there is a clear progression of skills and content across the PSHE curriculum.

The PSHE curriculum is also delivered through assemblies, circle time, visiting speakers and out of school visits.

1.9 Curriculum Design - PSHE and RSE – Subject Content

Our school is following the **Collins My Life** curriculum up to Year 6. Some topics may be delayed until KS3. This is a complete PSHE and RSE programme which has been designed to cover the statutory content and wider aspects of the PSHE curriculum such as economic education and living in the wider world.

We aim to make PSHE Education lessons engaging, interesting and fun through a variety of teaching methods and interactive activities. These include role-play; the use of learning partners and

small group work; whole-class teaching; enquiry tasks; research activities; independent learning and discussion groups; use of appropriate film clips, books and websites; matching games; problem-solving and challenge activities. These approaches are designed to develop key skills such as empathy and the ability to articulate ideas clearly and to listen to and engage with other points of view.

Using the My Life programme will help the school to sequence PSHE and RSE learning into age-appropriate units which show progression from Year 1 to Year 6.

In Years 7 and 8 we have chosen to use the **Dimensions Curriculum**. This provides a comprehensive PSHE Education scheme of work, which includes creative lesson plans that can be easily integrated into everyday teaching. It uses the PSHE Association's three core themes to cover the key concepts and skills that underpin PSHE Education. By selecting a modern scheme of work we aim to better fulfil our statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life.

These three underlying core themes, within which there will be broad overlap and flexibility are:-

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

3D PSHE will help pupils 'develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain'.

As part of the children's Science Curriculum children will also be learning aspects of the PSHE and RSE curriculum such as animals, including humans, having offspring that grow into adults. They are also introduced to the concepts of reproduction and growth (but not how reproduction occurs). The Relationship strand of our PSHE Curriculum supports this learning. We are committed to ensuring that the children receive factually accurate biological information about their bodies. With this in mind, we begin to teach children some of the correct anatomical terminology for the parts of a human body in Key Stage 1.

In science, children are also taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty (also covered in science). Recent government guidance strongly suggests that 'All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes.' We support this statement and believe that children are ready to receive honest, open and factual education about relationships and growing up in this year group. As part of the Relationships curriculum, children will learn accurate information about puberty, their changing bodies and how to look after them. This will always be done in a safe and secure

environment with their teacher.

There are close links to the ICT/computing curriculum, which teaches about online safety. It is vital for RSE to teach that the internet and social media are important resources for learning and information, and a great opportunity to build social networks, as well as teaching about the risks and how to stay safe online.

There are also relevant learning opportunities in other subjects, such as religious education, about the law and the views of religious and secular groups on different issues.

Parents will have access to the curriculum and examples of resources used and parents will be kept informed of any changes or updates to the curriculum. They will be informed in advance of the introduction of sensitive topics so they have a chance to discuss these with their children if they wish.

1.10 PSHE and RSE– Parents and Partnerships

At Sunninghill School we believe clarity is essential and welcome any discussion with parents and carers which will inform conversations at home about ‘Relationships’.

We endeavour to have a strong partnership with parents and will always aim to be transparent in communicating what is being taught and when. We believe that together we can address misconceptions children may have gained about these topics from the media or from their peers. Children are naturally curious about their bodies, other people and the world around them. By answering questions and teaching them the correct scientific vocabulary, we can help them understand their bodies, keep themselves safe, develop their understanding of their feelings and the feelings of other people, and learn how to be responsible and accountable members of the community and world. In order to enhance our PSHE provision, we will welcome external speakers into school to share their expertise if necessary or appropriate. These may include health promotion specialists, school nurses, and community police and fire officers. Any booking of external speakers will adhere to the ‘Visitors’ Policy.

By doing this we hope that we will empower both adults and children to feel confident and comfortable asking questions or initiating dialogue about the many important aspects of PSHE and RSE that will affect our children’s lives so fundamentally – both now and in the future.

If any parent has any queries or concerns about the subject content or delivery of any aspect of PSHE or RSE, then they should speak to the Assistant Head (Pastoral) & DSL or the PSHE Coordinator who will be able to provide more specific information on curriculum and resources that are used in the PSHE or RSE Curriculum.

1.11 Relationship & Sex Education – Right to Withdraw

Relationships Education is statutory for all children. This means that parents cannot withdraw their child from these lessons. However, parents are able to

request that their child is withdrawn from lessons about Sex Education taught as part of Relationships Education, which are not statutory objectives covered in the science national curriculum.

1.12 Safe and Effective Practice - Confidentiality & Safeguarding – Keeping Children Safe

At Sunninghill, we aim to foster and maintain a safe environment within which all pupils feel able to ask questions and discuss issues openly (although no pupil or teacher will have to answer personal questions or be forced to take part in discussions.) For any child wishing to discuss something confidential relating to the content of the lesson, an opportunity will be given.

All classes will have access to a class ‘question box’ for PSHE/RSE which gives children the option of writing down their questions and receiving an answer that is not provided in front of the whole class. Distancing techniques may be employed so children are able to discuss fictional characters and scenarios, rather than discussing their own lives and experiences.

In line with the school’s Policy for Safeguarding and Child Protection, we are committed to safeguarding and promoting the welfare (both physical and emotional) of every pupil. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

Ground rules are agreed within PSHE and RSE for each class. This ensures a safe environment for group discussion and exploring delicate topics. Information given, and the views expressed by the pupils, will be treated in confidence where possible. However, pupils will be informed that 100% confidentiality cannot be assured. If any child makes a disclosure of a safeguarding issue – as with all such instances – the teacher will inform the Designated Safeguarding Lead (DSL) in accordance with the school’s policy on Safeguarding and Child Protection.

1.13 Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils’ attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

1.14 Assessment, Monitoring & Reporting

Assessment and self-assessment are a vital part of learning in PSHE and RSE and each lesson gives an opportunity for assessment.

Some examples include:

- journal entries
- baseline and post-unit assessments
- drama and role play assessment
- team and group project assessments.

To support their independence, children are given many opportunities to reflect on and evaluate their learning through self-assessment. This valuable life skill is reinforced and embedded across the curriculum through the scheme of work and resources used.

School council is also important. We encourage our children to express opinions on how and where they would like their learning to go and we take these into account when planning and teaching units from the curriculum. Their comments help us to assess and monitor their progress. Listening and responding to the views of our pupils ensures that our policy and curriculum is responsive and meets the needs of all our learners from year to year. Parents will also be invited to share their feedback on all aspects of the PSHE and RSE curriculum throughout the year and this will be reviewed and responded to.

Comments on children's learning and progress in PSHE and RSE as part of their learning in PSHE are reported to parents at parent evenings and at the end of term written reports for Years 5-8.

1.15 PSHE and RSE Education – Where to find information

Our inclusive My Life and 3D Dimensions PSHE and RSE curriculum form a core part of our PSHE and RSE teaching and covers the statutory elements of RSE and a fuller, richer PSHE curriculum as well.

The PSHE curriculum should be read in conjunction with the following:

- Safeguarding and Child Protection Policy
- SMSC Policy
- Behaviour Policy
- Anti-bullying Policy
- SEND Policy
- Teaching and Learning Policy
- Equal Opportunities Policy
- E- Safety Policy
- Mental health and Well-Being Policy
- Science curriculum

1.16 Drug and Alcohol Education

Definition of 'Drugs':

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

1.17 Dissemination

This policy is available on our school website.

Additional Appendices

Appendix 1

[KS1 and KS2 Overview for Parents](#) (Displayed at the back of this policy)

Appendix 2

[KS3 Overview For Parents](#) (Displayed at the back of this policy).

Appendix 3

Checklist for Visiting Speakers

Location: Staff Server/ Policies/Visiting Speaker Policy



RISK ASSESSMENT AND CHECKLIST FOR VISITING SPEAKERS

Action		Details
Details of the arrangements		
1.	Name of the staff member responsible for supervising the Visiting Speaker.	
2.	Name of Visiting Speaker.	
3.	Visiting speaker contact details.	
4.	Date of presentation.	
5.	How many children will be present?	
6.	Details of presentation to be provided.	
7.	How long will the speaker be in School?	
8.	Confirm that: - the Visiting Speaker Policy has been sent to the Visiting Speaker - the Visiting Speaker has been briefed on the School's Safeguarding Policy	
Checklist		
9.	Visiting Speaker biography; to include speaker's organisation and other affiliations.	
10.	Details of research undertaken on visiting speaker (i.e. check the internet for any recent published reports, statements or speeches made by the individual, any retractions or public apologies etc).	
11.	Are you satisfied that the content seen in response to 10 above is not in any way contrary to the School's Equality Policy, the ethos of inclusion of the School, British values or any concern in relation to the Prevent Duty?	Yes No (refer to DSL)

	If such concerns exists, refer the matter to the designated safeguarding lead (DSL).	
12.	Confirm the Risk Assessment form has been completed and a copy provided to the DSL	
13.	Confirm a copy of this form has been provided to the Bursar as Regular visitors must be recorded as Staff, others as Volunteers on the Single Central Register.	

Signed _____ Date _____

Member of staff responsible for the visiting speaker

Signed _____ Date _____

Countersigned by Head/Bursar/ Deputy Head

Example message to parents about a sensitive or controversial topic:

Dear Parents,

As part of our PSHE and RSE programme for Form 6 we will be focusing on the topic of Drugs and Alcohol as part of the health education and the wider world strand. We will focus on the following areas in each lesson:

What are drugs?

Legal or illegal?

Why do people take drugs?

Cigarettes and smoking and Alcohol.

I have attached an overview of the objectives so you are aware of the aspects we will be covering.

Please feel free to contact me with any questions you may have about this.

With very best wishes,

Appendix 5
Monitoring Pupils Table

Date	Pupil Name	Topic/ Lesson content	Reason for withdrawal from lesson	Action

Pupil Interview Questions

Date:
Subject:
Year Group:
Number of Pupils:
Further details:

1. Do you enjoy your (subject) lessons?
2. Are you aware of how much progress you are making and what your targets are?
3. Do you find the lessons engaging and fun?
4. Are there high expectations of behaviour in the lessons?
5. Do you feel you make good progress?
6. When do you not enjoy learning and why?
7. When do you not enjoy learning?
8. Do you feel you are given different work depending on your ability?
9. In you (subject) lessons, do you:
 - Take part in group work
 - Use ICT
 - Have fun
 - Work with different people
 - Work on a challenge or solve problems
 - Complete a quiz

Can you tell me about them?

10. Do the teachers in this subject help you improve your English skills?
11. Do you feel supported when you are having a bad day or making mistakes?
12. Do you look forward to your (subject) lessons?
13. Do you feel you have time to ask questions and find answers?

14. Do you have opportunities to learn outside of the classroom?
15. How do you find your (subject) homework?
16. When does marking help you to improve?

Statutory Relationships Education objectives covered	Topic and lesson
That families are important for children growing up because they can give love, security and stability.	1.1 Feelings and Special People Lesson 4 2.1 Different Types of Families Lesson 1
The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	2.1 Different Types of Families Lesson 2
That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	2.1 Different Types of Families Lesson 2
That stable, caring relationships, which may be of different Types, are at the heart of happy families, and are important for children's security as they grow up.	2.1 Different Types of Families Lesson 3
That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	2.1 Different Types of Families Lesson 4
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	2.1 Different Types of Families Lesson 3
How important friendships are in making us feel happy and secure	1.1 Feelings and Special People Lesson 4
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	2.3 Feeling Included Lesson 1
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	2.3 Feeling Included Lesson 2
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	2.3 Feeling Included Lesson 3
How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	2.3 Feeling Included Lesson 3
The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	2.3 Feeling Included Lesson 4 2.5 Caring for the Environment and Social Responsibility Lesson 1
The conventions of courtesy and manners.	2.3 Feeling Included Lesson 2
The importance of self-respect and how this links to their own happiness.	2.1 Feelings and Special People Lesson 3
That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.	2.3 Feeling Included Lesson 3
That people sometimes behave differently online, including by pretending to be someone they are not.	1.2 Staying Safe Lesson 4

Statutory Relationships Education objectives covered	Topic and lesson
About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	2.2 Healthy Bodies Lesson 4
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	2.2 Healthy Bodies Lesson 4
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	1.2 Staying Safe Lesson 2
How to recognise and report feelings of being unsafe or feeling bad about any adult.	1.2 Staying Safe Lesson 4
How to ask for advice or help for themselves or others, and to keep trying until they are heard.	1.2 Staying Safe Lesson 4
How to report concerns or abuse, and the vocabulary and confidence needed to do so.	1.2 Staying Safe Lesson 4

Statutory Health Education objectives covered	Topic and lesson
That mental wellbeing is a normal part of daily life, in the same way as physical health.	2.4 Healthy Minds Lesson 1
That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	1.1 Feelings and Special People Lesson 2 2.4 Healthy Minds Lesson 2 2.3 Feeling Included Lesson 1
How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	1.1 Feelings and Special People Lesson 1
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	1.1 Feelings and Special People Lesson 2 2.4 Healthy Minds Lesson 4
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	1.3 Healthy Me Lesson 1 1.4 All Around Us Lessons 1, 3 2.5 Caring for the Environment and Social Responsibility Lesson 1
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	1.3 Healthy Me Lesson 4 2.2 Healthy Bodies Lesson 2 2.4 Healthy Minds Lessons 3, 4
Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	2.4 Healthy Minds Lesson 4

Statutory Health Education objectives covered	Topic and lesson
Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	1.2 Staying Safe Lesson 1
About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	1.3 Healthy Me Lesson 3
Why social media, some computer games and online gaming, for example, are age restricted.	2.4 Healthy Minds Lesson 3
Where and how to report concerns and get support with issues online.	1.3 Healthy Me Lesson 3
The characteristics and mental and physical benefits of an active lifestyle.	1.3 Healthy Me Lesson 1 2.2 Healthy Bodies Lesson 1
The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	2.2 Healthy Bodies Lesson 2
What constitutes a healthy diet (including understanding calories and other nutritional content).	1.3 Healthy Me Lesson 2
The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	1.2 Staying Safe Lesson 3
How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	1.3 Healthy Me Lesson 4
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	1.3 Healthy Me Lesson 4
The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	2.2 Healthy Bodies Lesson 2
About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	1.3 Healthy Me Lesson 2
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	2.2 Healthy Bodies Lesson 3
The facts and science relating to allergies, immunisation and vaccination.	2.2 Healthy Bodies Lesson 1

PSHE Association Living in the Wider World objectives covered	Topic and lesson
L1. About what rules are, why they are needed, and why different rules are needed for different situations.	1.4 All Around Us Lesson 4
L2. How people and other living things have different needs; about the responsibilities of caring for them.	1.2 Staying Safe Lesson 1

PSHE Association Living in the Wider World objectives covered	Topic and lesson
L3. To learn about things they can do to help look after their environment.	1.4 All Around Us Lessons 2, 3 2.5 Caring for the Environment and Social Responsibility Lessons 2, 3, 4
L4. To learn about the different groups they belong to.	1.1 Feelings and Special People, Lesson 4 1.4 All Around Us Lesson 4
L5. About the different roles and responsibilities people have in their community.	1.2 Staying Safe Lesson 2 1.4 All Around Us Lesson 4
L6. To recognise the ways they are the same as, and different to, other people.	2.5 Caring for the Environment and Social Responsibility
L7. About how the internet and digital devices can be used safely to find things out and to communicate with others.	1.3 Healthy Me, Lesson 3
L8. About the role of the internet in everyday life.	1.3 Healthy Me, Lesson 3
L9. That not all information seen online is true.	1.3 Healthy Me, Lesson 3
L10. What money is; forms that money comes in; that money comes from different sources.	1.5 Money Matters Lessons 1, 2
L11. That people make different choices about how to save and spend money.	1.5 Money Matters Lessons 3, 4
L13. That money needs to be looked after; different ways of doing this.	1.5 Money Matters Lesson 2
L14. That everyone has different strengths.	1.5 Money Matters Lesson 4
L15. That jobs help people to earn money to pay for things.	1.5 Money Matters Lesson 3
L16. Different jobs that people they know or people who work in the community do.	1.2 Staying Safe Lesson 2 1.5 Money Matters Lesson 4
L17. About some of the strengths and interests someone might need to do different jobs.	1.5 Money Matters Lesson 4

Bespoke objectives created by the authors	Topic and lesson
To understand how common household items can be reused or recycled and their responsibility to contribute to global sustainability.	1.4 All Around Us Lessons 2, 3
To know how to assess risk and understand the consequences of unsafe choices.	1.2 Staying Safe Lesson 2
To understand why rules are needed to keep everyone safe in the home, in particular rules around medicines and dispensing of medicines.	1.2 Staying Safe Lesson 3
To know how to be assertive and to take responsibility for their own safety.	1.2 Staying Safe Lesson 4
To know about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.	1.2 Staying Safe Lesson 2
To understand how they can contribute to the life of the classroom and the school.	1.4 All Around Us Lesson 4

Statutory relationship education objectives covered	Topic and lesson
The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	3.2 Celebrating Achievements and Being Resilient Lesson 5
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	3.6 What I Like Lesson 5
How important friendships are in making us feel happy and secure.	4.4 Respect Lesson 1 4.6 Falling out and Making Up Lesson 1
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties.	4.4 Respect Lesson 1 4.6 Falling Out and Making Up Lesson 2
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	4.4 Respect Lesson 3 4.6 Falling Out and Making Up Lesson 4
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	4.4 Respect Lesson 3 4.6 Falling Out and Making Up Lesson 3
How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	4.6 Falling Out and Making Up Lesson 5
The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	3.5 Stereotypes Lessons 4, 5 3.6 What I Like Lesson 3
Practical steps they can take in a range of different contexts to improve or support respectful relationships.	4.4 Respect Lesson 2
The importance of self-respect and how this links to their own happiness.	3.6 What I Like Lesson 3 4.4 Respect Lesson 2
That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.	4.4 Respect Lesson 5
About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	4.4 Respect Lesson 5
What a stereotype is, and how stereotypes can be unfair, negative or destructive.	3.5 Stereotypes Lessons 1, 2, 3
The importance of permission-seeking and giving in relationships with friends, peers and adults.	3.6 What I Like Lesson 4
That people sometimes behave differently online, including by pretending to be someone they are not.	3.1 Safety Online Lessons 1, 2
That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.	3.1 Safety Online Lesson 3
The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	3.1 Safety Online Lesson 5

Statutory relationship education objectives covered	Topic and lesson
How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	3.1 Safety Online Lesson 3
How information and data is shared and used online.	3.1 Safety Online Lesson 2
What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	3.1 Safety Online Lesson 3 4.6 Falling Out and Making Up Lesson 5
About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	3.1 Safety Online Lesson 2
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	3.6 What I Like Lesson 4
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	3.1 Safety Online Lesson 2
How to recognise and report feelings of being unsafe or feeling bad about any adult.	4.4 Respect Lesson 2
How to ask for advice or help for themselves or others, and to keep trying until they are heard.	3.1 Safety Online Lesson 5 3.6 What I Like Lesson 5
Where to get advice, e.g. family, school and/or other sources.	4.6 Falling Out and Making Up Lesson 5
How to report concerns or abuse, and the vocabulary and confidence needed to do so.	3.6 What I Like Lesson 5

Statutory health education objectives covered	Topic and lesson
That mental wellbeing is a normal part of daily life, in the same way as physical health.	3.2 Celebrating Achievements and Being Resilient Lesson 1
That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	3.6 What I Like Lesson 2
How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	3.2 Celebrating Achievements and Being Resilient Lesson 3 3.6 What I Like Lesson 2
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	3.2 Celebrating Achievements and Being Resilient Lesson 3
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	3.3 Being Part of a Community Lesson 4 3.4 Exercise Lesson 4 3.2 Celebrating Achievements and Being Resilient Lesson 5

Statutory health education objectives covered	Topic and lesson
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	3.4 Exercise Lesson 3 3.2 Celebrating Achievements and Being Resilient Lesson 5 3.6 What I Like Lesson 1
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	4.4 Respect Lesson 5
Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	3.1 Safety Online Lesson 5 3.2 Celebrating Achievements and Being Resilient Lesson 4
It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	3.2 Celebrating Achievements and Being Resilient Lesson 4
That for most people the internet is an integral part of life and has many benefits.	3.1 Safety Online Lesson 1
About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	3.1 Safety Online Lesson 4
Why social media, some computer games and online gaming, for example, are age restricted.	3.1 Safety Online Lesson 4
That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.	3.1 Safety Online Lesson 1
Where and how to report concerns and get support with issues online.	3.1 Safety Online Lesson 5
The characteristics and mental and physical benefits of an active lifestyle.	3.4 Exercise Lessons 1, 2
The risks associated with an inactive lifestyle (including obesity).	3.4 Exercise Lesson 3
How and when to seek support including which adults to speak to in school if they are worried about their health.	3.4 Exercise Lesson 5
What constitutes a healthy diet (including understanding calories and other nutritional content).	4.1 Nutrition and Dental Health Lesson 1
The principles of planning and preparing a range of healthy meals.	4.1 Nutrition and Dental Health Lesson 3
The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	4.1 Nutrition and Dental Health Lesson 2
How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	4.1 Nutrition and Dental Health Lesson 4
About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	4.1 Nutrition and Dental Health Lesson 5

Statutory health education objectives covered	Topic and lesson
How to make a clear and efficient call to emergency services if necessary.	4.3 Emergency Situations Lessons 1, 3
Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	4.3 Emergency Situations Lesson 2

PSHE Association Living in the wider world objectives covered	Topic and lesson
L1. To recognise reasons for rules and laws; consequences of not adhering to rules and laws.	4.2 Human Rights Lesson 2 4.4 Respect Lesson 4
L2. To recognise there are human rights, that are there to protect everyone.	4.2 Human Rights Lessons 1, 2, 3, 5
L3. To learn about the relationship between rights and responsibilities.	4.2 Human Rights Lessons 1, 3
L4. To learn 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.	3.3 Being Part of a Community Lesson 3 4.4 Respect Lesson 5 4.6 Falling Out and Making Up Lesson 3
L5. To learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)	3.3 Being Part of a Community Lesson 5
L6. To learn about the different groups that make up their community; what living in a community means.	3.3 Being Part of a Community Lesson 1
L7. To learn to value the different contributions that people and groups make to the community.	3.3 Being Part of a Community Lessons 1, 3
L8. To learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.	3.3 Being Part of a Community Lesson 2 4.2 Human Rights Lesson 3
L9. To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.	4.2 Human Rights Lesson 4 4.4 Respect Lesson 5 3.5 Stereotypes Lesson 5
L10. To learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.	4.2 Human Rights Lesson 4 4.4 Respect Lesson 5
L11. To recognise ways in which the internet and social media can be used both positively and negatively.	3.1 Safety Online Lessons 1, 4
L12. To learn how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.	3.1 Safety Online Lesson 5

PSHE Association Living in the wider world objectives covered	Topic and lesson
L13. To learn about some of the different ways information and data is shared and used online, including for commercial purposes.	3.1 Safety Online Lesson 2
L14. To learn about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.	3.1 Safety Online Lesson 2
L15. To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.	3.1 Safety Online Lesson 2
L16. To learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.	3.1 Safety Online Lesson 3
L17. To learn about the different ways to pay for things and the choices people have about this.	4.5 Money Matters Lesson 1
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'.	4.5 Money Matters Lessons 1, 5
L20. To recognise that people make spending decisions based on priorities, needs and wants.	4.5 Money Matters Lesson 2
L21. To learn different ways to keep track of money.	4.5 Money Matters Lesson 4
L24. To identify the ways that money can impact on people's feelings and emotions.	4.5 Money Matters Lesson 2
L25. To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.	4.5 Money Matters Lesson 5
L27. To learn about stereotypes in the workplace and that a person's career aspirations should not be limited by them.	4.5 Money Matters Lesson 3 3.5 Stereotypes Lesson 1
L28. To learn 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 can deter people from aspiring to certain jobs).	4.5 Money Matters Lesson 3
L29. To learn 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.	4.5 Money Matters Lesson 3
L30. To learn about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.	4.5 Money Matters Lesson 5

Bespoke objectives	Topic and lesson
To understand the importance of keeping personal information private.	3.1 Safety Online Lesson 2
To learn how to respond to fire safety issues within school and in the home.	4.3 Emergency Situations Lesson 3

Bespoke objectives	Topic and lesson
To identify the dangers water can pose and how these can be avoided or reduced.	4.3 Emergency Situations Lesson 4
To help construct, and agree to follow, group, class and school rules and to understand how these rules help them.	3.3 Being Part of a Community Lesson 1
To know that your achievements in life may look different to those of others but should all be celebrated.	3.2 Celebrating Achievements and Being Resilient Lesson 1
To understand that it's important to have aspirations and goals in life.	3.2 Celebrating Achievements and Being Resilient Lesson 2
To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).	4.5 Money Matters Lesson 2
To learn about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.	4.3 Emergency Situations Lesson 1, 5

Statutory relationship education objectives covered	Topic and lesson
That families are important for children growing up because they can give love, security and stability.	6.2 Sex education Lesson 1
The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	5.2 Bereavement and Loss Lessons 2, 5
That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	6.2 Sex education Lesson 5 Bereavement and Loss Lessons 3, 4, 5
How important friendships are in making us feel happy and secure.	5.6 Changes in friendships Lessons 1, 5
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	5.6 Changes in friendships Lessons 1, 3, 4
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	5.6 Changes in friendships Lesson 2
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	5.6 Changes in friendships Lesson 2
The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	5.1 Body Image Lesson 5
Practical steps they can take in a range of different contexts to improve or support respectful relationships.	6.2 Sex education Lesson 3
The importance of self-respect and how this links to their own happiness.	5.1 Body Image Lessons 1, 2, 3, 4
What a stereotype is, and how stereotypes can be unfair, negative or destructive.	5.3 Fake news Lesson 4
That people sometimes behave differently online, including by pretending to be someone they are not.	6.5 E-Safety and social media Lesson 5
The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	6.5 E-Safety and social media Lesson 3
How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.	6.5 E-Safety and social media Lesson 5
How information and data is shared and used online.	6.5 E-Safety and social media Lesson 3
About the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe.	6.5 E-Safety and social media Lessons 2, 3
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	5.5 Puberty Lesson 3 Sex education Lessons 2, 3, 4
How to report concerns or abuse, and the vocabulary and confidence needed to do so.	5.6 Changes in friendships Lesson 4 Sex education Lesson 3

Statutory health education objectives covered	Topic and lesson
That mental wellbeing is a normal part of daily life, in the same way as physical health.	6.3 Mental and emotional health Lesson 1
That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	6.3 Mental and emotional health Lesson 1
How to recognise and talk about their emotions, including having a varied vocabulary to use when talking about their own and others' feelings.	5.2 Bereavement and Loss Lessons 1, 2, 3
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	6.3 Mental and emotional health Lessons 2, 5
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	5.4 Life in plastic Lesson 4 Mental and emotional health Lesson 3
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	6.3 Mental and emotional health Lessons 2,3, 4
Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	6.3 Mental and emotional health Lessons 5
Where and how to seek support (including recognising the triggers for seeking support), including the person they should speak to at school if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	6.3 Mental and emotional health Lesson 5
It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	6.3 Mental and emotional health Lesson 1
That for most people the internet is an integral part of life and has many benefits.	6.5 E-Safety and social media Lesson 1
About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	6.5 E-Safety and social media Lesson 5
How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	6.5 E-Safety and social media Lesson 4
That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.	6.5 E-Safety and social media Lesson 1 5.1 Body Image Lesson 3 5.6 Changes in friendships Lesson 5
How to be a discerning consumer of information online, including understanding that information, including that from search engines, is ranked, selected and targeted.	5.3 Fake news Lessons 1, 2, 4 5.1 Body Image Lesson 4

Statutory health education objectives covered	Topic and lesson
Where and how to report concerns and get support with issues online.	5.3 Fake news Lesson 3
The characteristics and mental and physical benefits of an active lifestyle.	6.3 Mental and emotional health Lesson 3
The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	6.3 Mental and emotional health Lesson 3
The risks associated with an inactive lifestyle (including obesity).	5.1 Body Image Lesson 1, 3
What constitutes a healthy diet (including understanding calories and other nutritional content).	5.1 Body Image Lesson 1, 3
The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	6.1 Drugs and alcohol education Lessons 1, 2, 3, 4, 5
The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	6.3 Mental and emotional health Lesson 4
About personal hygiene and germs, including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	5.5 Puberty Lesson 2
Key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes.	5.5 Puberty Lessons 1, 2, 3, 4, 5 6.2 Sex education Lessons 1, 4
About menstrual wellbeing, including the key facts about the menstrual cycle.	5.5 Puberty Lesson 4

PSHE Association Living in the wider world objectives covered	Topic and lesson
L1. To recognise reasons for rules and laws; consequences of not adhering to rules and laws.	6.6 Anti-social behaviour and the role of the police and the law Lesson 1
L2. To recognise there are human rights, that are there to protect everyone.	6.6 Anti-social behaviour and the role of the police and the law Lesson 2 6.4 Global sustainable development goals Lesson 2
L3. To learn about the relationship between rights and responsibilities.	6.6 Anti-social behaviour and the role of the police and the law Lesson 2, 5 6.4 Global sustainable development goals Lesson 4

PSHE Association Living in the wider world objectives covered	Topic and lesson
L5. To learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).	6.4 Global sustainable development goals Lessons 3, 5 5.4 Life in plastic Lessons 3, 5
L6. To learn about the different groups that make up their community; what living in a community means.	6.6 Anti-social behaviour and the role of the police and the law Lesson 3
L7. To learn to value the different contributions that people and groups make to the community	6.4 Global sustainable development goals Lesson 5
L9. To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.	6.6 Anti-social behaviour and the role of the police and the law Lesson 1
L10. To learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.	6.6 Anti-social behaviour and the role of the police and the law Lesson 5
L12. To learn how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.	5.3 Fake news Lesson 5
L13. To learn about some of the different ways information and data is shared and used online, including for commercial purposes.	6.5 E-Safety and social media Lesson 2 5.3 Fake news Lessons 2, 3
L14. To learn about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.	6.5 E-Safety and social media Lesson 3 5.3 Fake news Lesson 2
L15. To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.	6.5 E-Safety and social media Lesson 3 5.3 Fake news Lesson 5
L16. To learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.	5.1 Body image Lesson 4 5.3 Fake news Lesson 1 6.5 E-Safety and social media Lesson 4
L19. To understand that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).	5.4 Life in plastic Lesson 4
L24. To identify the ways that money can impact on people's feelings and emotions.	6.1 Drugs and alcohol education Lesson 5 6.5 E-Safety and social media Lesson 1

PSHE Association Living in the wider world objectives covered	Topic and lesson
L25. To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.	6.3 Mental and emotional health Lesson 1

Bespoke objectives	Topic and lesson
To understand that there are basic human rights shared by all peoples and all societies – and that these rights sometimes conflict.	6.6 Anti-social behaviour and the role of police and the law Lesson 4
To explore the ways in which a variety of cultures celebrate the life and loss of their loved ones.	5.2 Bereavement and Loss Lesson 4
To know that body image has changed throughout the ages and can be influenced by society.	5.1 Body Image Lesson 2
To know that pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.	6.1 Drugs and alcohol education Lesson 3
To know how to make informed choices.	6.1 Drugs and alcohol education Lesson 4
To understand the importance of keeping personal information private and some of the rules and principles for keeping safe online.	6.5 E-Safety and social media Lessons 2, 5
To understand the ways in which single-use plastics can affect the planet when not disposed of correctly.	5.4 Life in plastic Lesson 2
To identify the ways in which individually, as a school and a community materials and resources can be reduced, recycled and reused.	5.4 Life in plastic Lesson 5
To identify the stages of pregnancy and how a baby is conceived.	6.2 Sex education Lesson 5
To understand what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).	5.4 Life in plastic Lessons 1, 3 6.4 Global sustainable development goals Lesson 1

3D PSHE Coverage Matrix

Key Stage 3

Year 7

Transition Unit	Lesson 1		- To develop confidence to deal positively with new places, people and situations - To learn to cope with change
	Lesson 2		- To identify successful behaviours for learning - To consider strategies to support learning
Core 1 Unit 1 My Identity	Lesson 1	Personal Strengths	- To decide upon and construct a set of ground rules - To understand and recognise personal strengths in others - To know and understand how self-confidence and self-esteem can be affected
	Lesson 2	Self-Confidence and Self-Esteem	- To recognise their own personal strengths - To understand how knowing their own personal strengths can affect their self-confidence and self-esteem
	Lesson 3	Personal Qualities	To know and understand the meaning of personal qualities, attitudes, skills and achievements
	Lesson 4	Personal Skills	To know and understand the meaning of personal skills
	Lesson 5	Personal Achievements	To know and understand the meaning of personal achievements and how they are evaluated by others



3D PSHE Coverage Matrix

Key Stage 3

Year 7

Core 1 Unit 2 Evaluating Self and Others	Lesson 1	Self-Reflection	To understand how personal qualities, attitudes, skills, and achievements are evaluated by others and how it can affect confidence and self-esteem
	Lesson 2	Accepting Feedback	To be able to accept helpful feedback or reject unhelpful criticism
	Lesson 3	Influences on Self-Esteem	To understand that self-esteem can change with personal circumstances
Core 2 Unit 1 Communication	Lesson 1	Active Listening	To develop the communication skills involved in active listening
	Lesson 2	Persuasion	To use the communication skill of persuasion, alongside active listening
	Lesson 3	Negotiation	To develop negotiating skills
	Lesson 4	Motivational Speaking 1	- To be able to offer and receive constructive feedback - To understand the meaning of the word 'motivation'

3D PSHE Coverage Matrix

Key Stage 3

Year 7

Core 2 Unit 1 Communication cont.	Lesson 5	Motivational Speaking 2	• To be able to offer and receive constructive feedback • To develop confidence
Core 2 Unit 2 Connections	Lesson 1	Different Relationships	• To understand that different kinds of relationships lead to different kinds of feelings and emotions
	Lesson 2	Healthy and Unhealthy Relationships	• To recognise the features of positive, stable relationships • To recognise the features of unhealthy relationships
	Lesson 3	Media Portrayal of Relationships	• To know that the media portrayal of relationships may not reflect real life
	Lesson 4	Trustworthiness	• To understand how to determine whether other children, adults or sources of information are trustworthy
Core 2 Unit 3 Abusive Relationships	Lesson 1	Bullying	• To recognise bullying and abuse in all its forms, including physical and verbal • To know how bullying can impact on other people's lives
	Lesson 2	Online Bullying	• To recognise and respond appropriately to online bullying



3D PSHE Coverage Matrix

Key Stage 3

Year 7

Core 2 Unit 4 Sex, Gender and Sexual Orientation	Lesson 1	Dignity for All	• To know the difference between sex, gender identity and sexual orientation • To know the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology
Core 3 Unit 1 Core Values	Lesson 1	Beliefs about Values	• To recognise, clarify and, if necessary, challenge own core values • To understand how their own values influence their choices
	Lesson 2	British Values	• To understand what British values are • To recognise your own personal values
Core 3 Unit 2 Personal Finance	Lesson 1	Budgeting	• To know what a budget is • To know how to manage a budget • To understand the purpose of banks
	Lesson 2	Gambling	• To understand why people might choose to gamble • To understand that gambling can become an addictive behaviour
	Lesson 3	Consequences of Gambling	• To understand different forms of gambling and their consequences • To be aware of how the gambling industry encourages people to gamble and who the winners and losers are

3D PSHE Coverage Matrix

Key Stage 3

Year 7

Core 3 Unit 3 First Aid and Life-Saving Skills	Lesson 1	Emergency Contacts	To gain some knowledge of basic first aid and life-saving skills
	Lesson 2	Basic First Aid	To gain some knowledge of basic first aid and life-saving skills

Total 29 Lessons



3D PSHE Coverage Matrix

Key Stage 3

Year 8

Core 1 Unit 1 Managing Change	Lesson 1	Mental and Emotional Health	• To recognise the characteristics of mental and emotional health • To know some strategies for managing mental and emotional health
	Lesson 2	Growing and Changing	• To understand that the rate at which we grow differs from person to person • To show awareness and understanding of the changes that are taking place
	Lesson 3	Adolescence	• To recognise the physical and emotional changes of adolescence
	Lesson 4	Life Changes	• To understand why and how our bodies change during puberty and adolescence
Core 1 Unit 2 Food and Health	Lesson 1	Food Types	• To recognise different types of food and their classification • To reflect on what we eat
	Lesson 2	A Balanced Diet	• To know what a balanced diet is • To understand the benefits of a balanced diet
	Lesson 3	Eating Disorders	• To understand the risks associated with diet including obesity and dieting • To recognise when they or others need help • To know some sources of help and how to access them

3D PSHE Coverage Matrix

Key Stage 3

Year 8

Core 1 Unit 2 Food and Health cont.	Lesson 4	Eating Choices	To recognise what influences their decisions about eating a balanced diet
	Lesson 5	Dental Health	To understand the importance of dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist
Core 2 Unit 1 Language and Behaviour	Lesson 1	Discrimination	- To know what sexist, homophobic, transphobic and disablist language and behaviour is - To understand that sexist, homophobic, transphobic and disablist language and behaviour is unacceptable
	Lesson 2	Challenging Bullying	- To understand the need to challenge sexist, homophobic, transphobic and disablist language and behaviour - To know some ways to challenge sexist, homophobic, transphobic and disablist language and behaviour
	Lesson 3	Peer Pressure	- To recognise peer pressure - To develop strategies to manage peer pressure
	Lesson 4	Peer Approval	To be aware of and understand the feelings and pressure that the need for peer approval can generate
Core 2 Unit 2 Complex Forms of Bullying	Lesson 1	Prejudicial Bullying	To recognise more complex forms of bullying including prejudicial bullying

3D PSHE Coverage Matrix

Key Stage 3

Year 8

Core 2 Unit 2 Complex Forms of Bullying cont.	Lesson 2	Online Bullying	• To know about online bullying • To know how they can protect themselves
Core 2 Unit 3 Connections	Lesson 1	Marriage and Committed Relationships 1	• To know about the importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children
	Lesson 2	Marriage and Committed Relationships 2	• To understand that marriage is a commitment, entered into freely, never forced through threat or coercion • To know how to safely access sources of support for themselves or their peers should they feel vulnerable
	Lesson 3	When Relationships End 1	• To know how to deal with the effects of change, as a result of parental separation and divorce • To be aware of harmful behaviours that can result from negative life changes, such as family splits • To know how to safely access sources of support for themselves or their peers should they feel vulnerable
	Lesson 4	When Relationships End 2	• To introduce pupils to the subject of death • To know how to deal with the effects of change, as a result of bereavement • To know how to safely access sources of support for themselves or their peers should they feel vulnerable
Core 3 Unit 1 Diversity	Lesson 1	Similarities and Differences	• To become aware of the similarities, differences and diversity among people of different ethnicity, culture, ability, disability, sex, gender identity, age and sexual orientation
	Lesson 2	Stereotyping	• To understand the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities

3D PSHE Coverage Matrix

Key Stage 3

Year 8

Core 3 Unit 1 Diversity cont.	Lesson 3	Responding to Prejudice	To know how to respond appropriately to prejudice and discrimination
	Lesson 4	Dealing With Discrimination	To know how to seek support for victims of stereotyping, prejudice, bullying or discrimination
Core 3 Unit 2 E-Safety	Lesson 1	E-Safety 1	- To understand what the law says about E-safety - To be able to describe what is safe practice on the internet - To know where to get support
	Lesson 2	E-Safety 2	To be able to recognise and describe potential dangers of the internet
	Lesson 3	Online Risks	- To recognise the risks associated with internet use - To understand how online activities can expose you and others to risks
	Lesson 4	Privacy Settings	To know how to set privacy settings

3D PSHE Coverage Matrix

Key Stage 3

Year 8

Core 3 Unit 3 Radicalisation	Lesson 1	Features of Extremism	• To recognise the features of extremism • To identify why and how people are recruited into extremist activities
	Lesson 2	Vulnerability	• To identify why and how people are recruited into extremist activities • To know why some people are vulnerable to radicalisation
Core 3 Unit 4 Democracy	Lesson 1	Who's in Charge?	• To understand what nationality means • To recognise what it means to be 'British'

Total 30 Lessons

