

WOLVERHAMPTON GRAMMAR SCHOOL JUNIOR AND INFANTS

PSHE CURRICULUM POLICY

Aims and Definition

PSHE (Personal, Social, Health and Economic Education) is a planned programme of learning that supports pupils' personal, social, emotional, health and economic development. It enables children to understand themselves and their relationships with others, develop healthy lifestyles and positive mental wellbeing, learn how to stay safe, understand rights and responsibilities, and develop the knowledge and skills needed to make thoughtful and responsible decisions. At our school, PSHE is delivered through a combination of dedicated lessons, wider school experiences, assemblies and the everyday life of the school community. It is underpinned by our school values and is designed to complement, rather than replace, the education and guidance provided by parents and carers.

The aim of our PSHE programme is to provide every pupil with the knowledge, skills, understanding and confidence they need to lead healthy, safe, responsible and fulfilling lives. As an independent Junior and Infant setting, we seek to develop the whole child, nurturing pupils' emotional wellbeing, resilience, self-esteem, relationships and sense of responsibility towards themselves, others and the wider community. Through an age-appropriate and inclusive curriculum, pupils are encouraged to make informed choices, recognise and manage risks, respect diversity and difference, and develop the confidence to contribute positively to school life and society.

Statutory Requirements

PSHE forms an integral part of the school's curriculum and contributes significantly to pupils' personal development, wellbeing, safeguarding and preparation for adult life. While PSHE is not a statutory National Curriculum subject, the school is required to meet the Independent School Standards, including promoting pupils' spiritual, moral, social and cultural development and preparing them for the opportunities, responsibilities and experiences of later life.

The PSHE curriculum also provides the principal vehicle through which statutory Relationships, Sex and Health Education (RSHE) and safeguarding requirements are delivered. From 1 September 2026, the school will deliver RSHE in accordance with the Department for Education's updated statutory guidance. This policy should therefore be read alongside the school's RSHE Policy.

The PSHE Curriculum

Our curriculum is set out in Appendix 2 although may be adapted as and when necessary. Our curriculum's main aims have been shared with parents and staff considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that children are fully informed.

A PSHE lesson is taught each week through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills through a thematic approach. In Reception, the scheme of work closely follows 'Belair: Hands on PSHCE'. The students complete 6 units: Being Myself; Being

Different, Being Safe; Being Environmentally Friendly; Being Healthy; and Being a Good Citizen. Each lesson is explored through carefully selected stories, discussion activities and practical learning experiences that promote pupils' personal, social and emotional development.

Schemes of work for KS1 and KS2 are taken from 'Cre8tive' and has units categorised into three key strands: Relationships, Health and Wellbeing, and Living in the Wider World. These three strands are fully aligned with Keeping Children Safe in Education, 2026 and the RSHE statutory guidance, 2026.

The school also draws upon a range of high-quality resources to support the delivery of the PSHE curriculum, including:

- Cre8tive Curriculum resources supporting Relationships, Health and Wellbeing and Living in the Wider World.
- PSHE Association resources to support statutory RSHE requirements and wider PSHE education, including economic wellbeing and careers education.
- NSPCC Pants resources to support safeguarding and personal safety.
- Kapow Primary resources to support the delivery of PSHE and RSHE.
- Dog, Duck and Cat Trust resources to support safeguarding and wellbeing education for younger pupils.
- YGAM resources to support the prevention of gaming and gambling-related harms

Our Shared Vision for all pupils:

- To feel happy and secure in school and in lessons.
- To feel valued and develop as independent learners.
- To behave well, be respectful and polite, and to take responsibility for their actions.
- To enjoy learning and to be motivated to fully achieve their potential, whatever their background and ability.
- To be kind and caring towards each other, taking pride in their own heritage and cultural tradition, whilst being understanding and tolerant of others.
- To be hard working and well-motivated, looking at ways to improve their own performance.
- To develop their self-esteem and take pleasure in the success of others. To become responsible, confident and safe users of technology in an increasingly digital world.

Delivery of RSHE

RSHE is not about the promotion of sexual activity. RSHE is taught within the PSHE curriculum. Biological aspects of RSHE are taught within the science curriculum and other aspects are included within religious education.

A whole-school approach is an essential aspect of the successful promotion of each pupil's personal, social and health development. It is part of the school's planned and hidden curriculum, whenever morals, attitudes, behaviour, relationships and healthy life-styles are taught. The values and ethos of the school will not only be made explicit in PSHE, they will at times be shaped by what happens in PSHE.

Personal, Social, Health and Economic Education enables pupils to become healthy, independent and responsible members of society. The school encourages its pupils to play a

positive role in contributing to the life of the school and the wider community. In doing so, the school helps the pupils develop their sense of self-knowledge, self-esteem and self-worth. The school teaches how society is organised and governed and ensures that they experience the process of democracy through School Council meetings, class circle time, and assemblies. Through the teaching of rights and responsibilities, the pupils learn to appreciate what it can mean to be a positive member of a multicultural society. The aims of the subject include:

- To provide a framework in which sensitive discussions can take place
- To develop the fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships and relationships with other pupils and adults (see also 'Relationships and Sex Education' Appendix).
- To expect pupils to respect differences between one another within our school community (particularly regarding protected characteristics), and also society in general.
- To actively promote the five fundamental British Values.
- To encourage pupils to develop feelings of self-respect, confidence and empathy.
- To encourage pupils to make informed choices and take responsibility for the consequences of their choices.
- To encourage pupils to develop good physical health and mental wellbeing through learning about healthy lifestyles, including the safe and balanced use of technology and online activities.
- To provide information of where and how pupils should seek support if they are worried about their own or someone else's mental wellbeing.
- To be aware of what sexual harassment is/looks like, and how to report such issues.
- To understand the role of the media in society
- To be positive and active members of a democratic environment.
- To develop a smooth transition through each stage of their development particularly supporting pupils' ongoing emotional and physical development effectively before moving to secondary school.

Promoting British Values

Through PSHE, RE schemes and the assembly programme, the school promotes the Fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Teachers are trained through the 'Prevent' programme to challenge opinions or behaviours in school that are contrary to fundamental British values. Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Democracy is embedded within the school. Pupils have the opportunity to have their voices heard through our School Council. The elections of House Captains and School Council Representatives are based on the pupils' votes. Pupils also vote to elect the school's charities for the year. For Speech Day, each class elects a member who has continued to exceed expectations, whether supporting new pupils in the year group, offering encouraging words during a residential, or being a constant help and friend during the year.

The Rule of Law: the importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout the regular school day, as well as when dealing with behaviour and through school assemblies. Younger pupils are helped to distinguish right from wrong, and all pupils are taught the value and reasons behind laws or rules that govern and protect. They learn to appreciate the responsibilities that all members of our community share and the consequences when laws are broken. Units of study, within the PSHE program of study, focus particularly on the 'need for laws' and what society would be like including how society would feel without them.

Individual Liberty: pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. The school educates and provides boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely. Through participation in extra-curricular activity and opportunities, pupils are given the freedom to make choices.

Mutual Respect: part of the school ethos and behaviour policy revolves around values such as respect and inclusion. Pupils are part of discussions and assemblies related to what this means and how it is shown. This is reiterated through classroom and school rules, as well as the behaviour policy.

Tolerance of those of Different Faiths and Beliefs is achieved through enhancing pupils' understanding of their place in a culturally diverse society, and by giving them opportunities to experience such diversity. This is done through PSHE and RE, as well as across the whole curriculum where relevant. The school celebrates different festivals and events in the religious calendar such as Harvest, Diwali, Chinese New Year and Christmas. The school invites visitors to join us to share their expert knowledge, accounts and personal experience during such events. The handling of artefacts aims to bring the pupils' learning and understanding of differences alive. The School has clear protocols for ensuring that visiting speakers are suitable and appropriately supervised.

In addition to the promoting of British Values, the Junior and Infant setting implements a carousel of British Values themed lessons during the day and assembly themes during the week. Time is allocated for speakers from local public institutions and services (Police, NHS, Fire) to share with the pupils the main aims/ethos behind each of the services.

Citizenship, social and moral responsibility

Pupils are encouraged to develop self-confidence and to behave with moral responsibility towards their peers and adults. In each year, the pupils are encouraged to take part in a residential experience where there is a focus on developing self-esteem and opportunities to develop leadership and cooperative skills, through team-building activities. Pupils are also encouraged to become involved in their local community and local services.

Examples of how PSHE and Citizenship are reflected in the values of the school

- a shared mission statement
- a calm and welcoming school atmosphere

- a shared school Behaviour Policy
- a whole-school rejection of any form of discrimination or bullying
- promoting respect, politeness and good manners
- recognising achievement
- valuing every member of the school's community
- encouragement for a positive self-image
- promote a healthy lifestyle by providing water, healthy snacks and a balanced lunch time meal

Teaching and Learning

To facilitate pupils' learning in PSHE:

- The purpose of each lesson is made clear- each lesson has a learning objective
- Appropriate learning experiences are planned and meet the needs of all the pupils in the class.
- Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge and understanding.
- Time is given for pupils to reflect, consolidate and apply their learning.
- Pupils are encouraged to take responsibility for their own learning and to evaluate their own progress.
- Attention is given to developing a safe and secure classroom climate.
- Staff training needs are met through CPD courses and staff meetings.

Assessment and recording

As with any learning, the assessment of pupils' personal, social and emotional development is important. It provides information, which indicates pupils' progress and achievements and informs the development of the programme. Teachers assess pupils' work by making informal judgements as they observe them during lessons and by conducting formal assessments of their work. The school has clear expectations of what the pupils will know, understand and be able to do at the end of each unit.

Recording of assessments

At the start of a unit of work the children create a mind map of what they already know about the topic to be studied. In the final lesson within a unit the children return to their mind map and add what they have learned using purple pen. This learning record follows pupils throughout their time in the Junior and Infant setting and provides evidence of progression in knowledge, understanding and skills over time.

In the same lesson (final lesson of the unit), children will complete a short knowledge assessment consisting of a number of multiple-choice questions set within Firefly as a task. Children will also take part in a scenario themed assessment where they will work either in a group or individually to reflect on a situation and offer what they think they should do.

Details of practical lessons can be found on their class blog allowing children to revisit areas at a later date. All sheets to be added to their PSHE books.

In EYFS, continual assessment takes place linking to their ELGs.

Wider Curriculum

Opportunities for promoting pupils' personal, social and emotional development exist throughout the curriculum, through:

- using a range of teaching and learning styles;
- placing emphasis on active learning by involving the pupils in discussions, investigations and problem-solving activities;
- encouraging the pupils to take part in a range of practical activities that promote active Citizenship, e.g. charity fundraising, school council opportunities and the planning of special events such as assembly and parents/open evenings;
- organising classes in such a way that pupils are able to participate in discussion to resolve conflicts and set agreed rules of classroom behaviour.
- Assemblies provide opportunities to enhance spiritual, moral, social and cultural development for pupils. It reaffirms the school values and ethos
- Pupils are encouraged to learn PSHE and citizenship through situations outside our school environment. The school has links with other local schools as well as links with local voluntary/charitable groups.

Links with transition to the Senior School

The PSHE coordinators from both the primary and secondary settings regularly discuss the subject and share knowledge on new training that may have taken place. These meetings also support curriculum progression and continuity, ensuring a coherent approach to PSHE across both the whole school through the use of a shared curriculum framework.

Pastoral Care and Guidance

This is provided by all teaching and non-teaching staff. The school provides events to promote an awareness of others, charitable fundraising, outside speakers from the community, opportunities to take part in assemblies and curriculum lessons. The skills offered by visitors are of a specialist nature and provide the school with the latest information about topics of interest. They provide a good stimulus for pupils. Representatives from varied backgrounds, religious communities, the NSPCC, health and emergencies services all provide input.

Equal Opportunities

The school promotes the needs and interests of all pupils irrespective of gender, culture, ability or aptitude. The school promotes social learning and expects pupils to show a high regard for the needs of others. PSHE is a good vehicle for addressing both multi-cultural and gender issues and ensuring equal opportunities for all. Teaching strategies consider the ability, age, readiness and cultural backgrounds of the pupils to ensure that all can access the full PSHE provision.

Roles and responsibilities

The Head Teacher is responsible for ensuring that RSHE is taught appropriately across the school and for managing parental requests to withdraw pupils from any non-statutory sex education elements of the curriculum

Staff are responsible for:

- Delivery of RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils

Parent Involvement

Parents of pupils in Year 6 are invited to view RSHE materials prior to delivery. Parents have the right to request withdrawal from any non-statutory sex education elements of the curriculum in line with statutory guidance.

Parents' right to withdraw

- Parents do not have the right to withdraw their child from Relationships Education.
- Parents have the right to request that their child be withdrawn from any non-statutory sex education elements taught as part of RSHE.
- Requests for withdrawal should be made in writing to the Head Teacher.
- The Head Teacher will discuss the request with parents and ensure appropriate alternative learning arrangements are made.
- Pupils withdrawn from these lessons will be provided with suitable supervised educational activities during the period of withdrawal

Please also refer to the following policies and guidance

- Safeguarding and Child Protection Policy
- Relationships and Sex, Health Education (RSHE) Policy
- Behaviour Policy
- Anti-Bullying Policy
- Equality, Diversity and Inclusion Policy
- Online Safety Policy
- Mental Health and Wellbeing Policy
- SEND Policy
- Attendance Policy
- Health and Safety Policy
- First Aid and Supporting Pupils with Medical Conditions Policy
- Preventing Extremism and Radicalisation Policy
- Drugs, Alcohol and Substance Misuse Policy
- Careers Education, Information, Advice and Guidance (CEIAG) Policy
- Curriculum Policy
- Complaints Policy
- Staff Code of Conduct
- Data Protection and Privacy Policy, where relevant to PSHE activities and pupil information

The policy should also be read alongside relevant statutory guidance and legislation, including:

- Department for Education, *Relationships Education, Relationships and Sex Education (RSE) and Health Education* statutory guidance.
- *Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019*.

- *Keeping Children Safe in Education (KCSIE).*
- *Working Together to Safeguard Children.*
- The relevant requirements of the Equality Act 2010.
- The relevant provisions of the Education Act 2002 and Children and Social Work Act 2017.
- The National Curriculum, where PSHE content links to statutory curriculum subjects.

Monitoring and Evaluation:

The school monitors and evaluates the Junior and Infants PSHE policy through the following activities:

- Regular staff meetings
- Regular evaluation of lessons and themed events
- Standing Pastoral Care agenda item in weekly meetings
- Annually by the Junior and Infants PSHE coordinator
- Annually by the Head of Junior and Infants

LDA
August 2026

Next Review:
July 2027

Appendix 1: Knowledge and Understanding Expected by the End of Year 6

Families and people who care for them

- that families are important for pupils' growing up because they can give love, security and stability.
- 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 pupils' families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for pupils' security as they grow up.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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.
- how to identify trustworthy people and seek support when needed.

Respectful relationships

- 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.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- 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.
- 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.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships/ Internet safety

- that people sometimes behave differently online, including by pretending to be someone they are not.
- 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.

- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- that for most people the internet is an integral part of life and has many benefits.
- 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.
- 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.
- why social media, some computer games and online gaming, for example, are age restricted.
- 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.

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both pupils and adults, including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- basic personal safety knowledge including rail, road and water safety

Health and wellbeing

- the characteristics and mental and physical benefits of an active lifestyle.
- that emotions can change over time.
- how to recognise, talk about and manage feelings appropriately
- the benefits of talking to others and seeking support
- what constitutes a healthy diet (including understanding calories and other nutritional content).
- 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).
- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing, including the key facts about the menstrual cycle.

Appendix 2: The PSHE Curriculum

In all year groups, British Values will continue to be taught each half term throughout the year.

EYFS:	
Unit 1- Being myself	L1- Face your feelings (Big question: How can I tell what myself and others are feeling?) L2- Go for gold (Big question: What talents make me special?) L3- Growing up (Big question: How do people change as they grow up?) L4- Recipe for friendship (Big question: What makes a good friend?) L5- The tunnel (Big question: Why is it important that family members care for each other?)
Unit 2- Being different	L1- Daisy (Big question: What impact does disability have on people's lives?) L2- Elmer (Big question: Why is it great to have so many different cultures in our country?) L3- David and Goliath (Big question: How do I get help to deal with bullying?)
Unit 3- Being safe	L1- Look out, Patrick! (Big question: What's dangerous in my home?) L2- The huge bag of worries (Big question: How can I deal with my problems and worries at school?) L3- Beware of the Big Bad Wolf (Big question: Why should we follow rules and instructions?) L4- 999 Help! (Big question: Who is there to help keep us safe?) L5- Rules of the road (Big question: How do we keep safe near a road?) L6- George's marvellous medicine (Big question: What are medicines?)
Unit 4- Being environmentally friendly	L1- The Paperbag Prince (Big question: Why should we recycle?) L2- The Litter Queen (Big question: How does litter harm the local environment?) L3- Crab's Kingdom (Big question: What are the different types of pollution?) L4- Through my window (Big question: How do changes in the environment affect living things?) L5- Potty about pets (Big question: How do we care for animals?) L6- Oi! Get off our train (Big question: What does extinct mean?)
Unit 5- Being healthy	L1- The healthy house (Big question: what are healthy choices?) L2- Germ catcher (Big question: Why is personal hygiene important?) L3- Lazy Ozzie

	(Big question: Do I really need to exercise?) L4- Food families (Big question: What are the different food groups?) L5- Peace at last (Big question: Why is sleeping great?) L6- What on Earth is a human? (Big question: How can we be the same, and different?)
Unit 6- Being a good citizen	L1- Horrid Henry (Big question: What happens if we break the rules?) L2- Helping hands (Big question: How can I help others?) L3- The rainbow fish (Big question: Why should I share?) L4- The smartest giant (Big question: What is a good citizen?) L5- Connecting the community (Big question: Who is in my community?) L6- The enormous turnip (Big question: Does teamwork make the dream work?)

Year 1, Term 1: Relationships

- To develop friendship and cooperation
- To recognise own talents and abilities
- To understand difference between 'telling' and 'tattling'
- To learn that bodies and feelings can be hurt by words/actions
- To understand what bullying is
- To develop assertiveness skills
- To respond appropriately to uncomfortable physical contact
- To recognise what is fair/unfair
- To identify special people and what makes them special
- To learn about different types of families
- To firework safety

Year 1, Term 2: Health and Wellbeing

- To understand difference between secrets and surprises
- To use NSPCC PANTS resources (age 5-7)
- To learn ways to keep physically healthy
- To understand eSafety basics
- To understand importance of balanced diet
- To learn sun safety
- To build self-esteem
- To explore emotions and feelings
- To identify things that help people feel good

Year 1, Term 3: Living in the Wider World

- To recognise belonging to various groups and communities
- To treat animals and environment with care
- To take responsibility for self and environment
- To recognise risks in everyday situations
- To learn about change and loss
- To identify feelings associated with loss such as grief
- To understand that jobs help people earn money
- To learn about needs versus wants
- To understand that people can't always have what they want

Year 2, Term 1: Relationships

- To recognise what makes them special and unique
- To articulate qualities of a friend
- To formulate friendship rules
- To understand committed relationships

- To identify different types of teasing and bullying
- To learn how to deal with bullying
- To understand how feelings affect others
- To recognise how behaviour affects others
- To understand others' needs and responsibilities
- To develop empathy skills
- To identify support people
- To create class rules

Year 2, Term 2: Health and Wellbeing

- To understand importance of sleep and relaxation
- To learn different ways to relax
- To recognise when to take breaks from screens
- To identify range of feelings
- To understand how feelings change with situations
- To deal with feelings positively
- To recognise risks and minimise harm
- To learn personal safety - road and water
- To understand body similarities/differences - boys and girls
- To learn correct names for body parts
- To know what to do if feeling unsafe
- To use PANTS NSPCC resources (age 5-7)

Year 2, Term 3: Living in the Wider World

- To identify changes during transition to new school year
- To identify positive ways to learn
- To recognise what improves/harms local environment
- To contribute to immediate environments
- To contribute to class and school life
- To distinguish between responsible/irresponsible behaviour
- To understand belonging to various communities
- To learn why people belong to communities
- To understand internet role in everyday life
- To learn that not all online information is true

Year 3, Term 1: Relationships

- To understand importance of cooperation
- To develop teamwork skills
- To learn about positive friendships
- To understand healthy friendship characteristics
- To learn about family relationships and structures
- To understand family changes

- To know that marriage and civil partnerships are a legally recognised commitment intended to be lifelong
- To know that forced marriage is a crime
- To understand need for apologies
- To learn conflict resolution
- To differentiate between unkindness and bullying
- To know what to do in bullying situations
- To understand discriminatory behaviour

Term 2: Health and Wellbeing

- To set personal behaviour goals including using manners
- To develop individual/collective responsibility
- To understand that feelings of being down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
- The characteristics of a poor diet and risks associated with unhealthy eating (tooth decay)
- To understand the risks associated with an inactive lifestyle, including obesity
- To recognise early signs of illness
- To learn about germs and hygiene
- To understand classroom rules
- To learn about body autonomy
- To use PANTS NSPCC resources (age 7-9)
- To discuss dealing with changes in life

Year 3, Term 3: Living in the Wider World

- To recognise importance of independence
- To learn from consequences of actions
- To discuss online safety
- To learn appropriate information sharing
- To understand different viewpoints
- To challenge discriminatory viewpoints
- To understand personal space concept
- To learn about responsibilities and choices
- To introduce democracy concept
- To examine democracy in school and country
- To explore being a responsible citizen
- To develop awareness of responsibility

Year 4, Term 1: Relationships

- To recognise qualities of good friendship
- To empathise with others' feelings
- To understand feelings around loss and feelings associated with loss such as grief

- To learn ways to celebrate life
- To express feelings about important people/animals
- To make difficult decisions considering others
- To reinforce value of kindness
- To navigate friendship ups and downs
- To recognise unsafe relationships
- To differentiate between unkindness and bullying

Year 4, Term 2: Health and Wellbeing

- To identify learning strengths and weaknesses
- To recognise effective learning strategies
- To understand risks of unhealthy diet
- To maintain good oral hygiene
- To learn about sleep and healthy routines
- To recognise feelings and coping strategies
- To understand hygiene during puberty
- To learn about periods (brief introduction)
- To learn safety in everyday situations - road and rail
- To use NSPCC PANTS resources (age 7-9)
- To understand feelings about change

Year 4, Term 3: Living in the Wider World

- To identify personal and others' skills
- To express concerns and opinions and consider others' viewpoints
- To understand anti-social behaviour
- To identify crimes and police role
- To know legal ages for activities
- To recognise group belonging symbols - design class symbol.
- To avoid judging by appearances
- To recognise harmful stereotyping based on sex, race, disability, or sexual orientation
- To develop healthy attitudes towards money
- To identify ways to help in the community

Year 5, Term 1: Relationships

- To have positive self-perception
- To understand family structures
- To identify relationship types
- To recognise safe vs unsafe relationships
- To understand attraction and sexuality
- To recognise peer influence - peer pressure vs. positive relationships

- To utilise PANTS NSPCC (age 9-11) resources

Year 5, Term 2: Health and Wellbeing

- To foster self-esteem development
- To understand puberty changes
- To learn about menstruation
- To understand hygiene importance
- To ensure e-safety - recognising harmful online content, including misogyny and inappropriate images, with strategies for safe responses
- To ensure personal safety - road and water
- To be aware of harassment and violence (e.g. recognising abuse, unwanted attention) and how to report it and seek help

Year 5, Term 3: Living in the Wider World

- To achieve successful learning
- To recognise personal achievements
- To understand actions and consequences
- To develop cultural awareness
- To increase prejudice awareness
- To foster personal organisation
- To build public speaking confidence
- To develop drug and medicine awareness - alcohol and tobacco
- To learn basic first aid
- To understand the risks relating to online gaming and video game monetisation

Year 6, Term 1: Relationships

- To celebrate uniqueness
- To understand power dynamics and bullying
- To understand consent i.e. to asking someone's permission to do something
- To understand bullying motivations
- To identify signs of abuse and coercive behaviours and understand reporting mechanisms
- To recognize role models in their world
- To understand physical attraction
- To know that isolation and loneliness can affect children, and the benefits of seeking support.

Year 6, Term 2: Health and Wellbeing

- To understand self-esteem and body image
- To understand social media impact on mental health and self-esteem - media manipulation
- To understand hormones and puberty
- To understand what happens during conception and birth
- To maintain balanced nutrition
- To understand PANTS NSPCC (age 9-11)
- To understand drug and medicine awareness including nicotine addiction - vaping and alcohol
- To know facts and scientific evidence relating to vaccinations and immunisations

Year 6, Term 3: Living in the Wider World

- To understand prejudice and racism awareness
- To recognize harmful online content, including misogyny and inappropriate images, with strategies for safe responses
- To be aware of harassment and violence (coercion, online harassment) and how to report it and seek help
- To understand scams, fraud and financial harms
- To be aware of illegal behaviours online including drug and knife supply
- To learn basic first aid
- To manage transition to senior school