



## Personal, Social and Health Education Policy (PSHE)

**Date of policy:** reviewed December 2023

**Member of staff responsible /curriculum leaders:** Sheldene Ayling (PHSE lead) & Matt Sedgwick (Deputy)

**Agreed by Governors on:** to be approved by governors

**Signed copies in school office**

**Review due by:** May 2025 or when new government / local guidance is issued

**Our vision -** At Lovelace, we believe Personal, Social and Health Education:

- ★ is a planned, developmental journey of learning through which our children acquire the knowledge, understanding and skills they need to manage their lives now and into the future: creating successful learners who enjoy and achieve, confident individuals who lead safe and healthy lives and responsible citizens who make a positive contribution to society. Essentially we want children to become **smarter, healthier and happier!**
- ★ develops the qualities and attributes our pupils need to thrive as responsible individuals, family members and members of society (Lovelace Core Values).
- ★ can help our learners reduce or remove many of the barriers to learning, significantly improving their capacity to learn and achieve.
- ★ makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety, and enables us to fulfil our school's statutory responsibility to promote pupils' wellbeing.
- ★ is an essential element of safeguarding and keeping safe.
- ★ should provide opportunities for children and young people to reflect on and clarify their own values and attitudes.
- ★ enables our learners to explore the complex and sometimes conflicting range of values and attitudes they may encounter now and in the future.
- ★ enables pupils to recognise, accept and shape their identities, to understand and accommodate difference and change and to understand equalities.
- ★ helps children manage emotions and communicate constructively in a variety of settings.
- ★ helps pupils develop empathy, an understanding of themselves and the ability to work with others.
- ★ helps our pupils to form and maintain good relationships, develop the essential skills for the next stage of their lives and indeed future employability.

### Context

Lovelace, like all schools, must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.



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### PSHE

At Lovelace Primary School, we have taught PSHE as a non-statutory subject for many decades. We teach Personal, Social, Health Education with a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. PSHE is a crucial part of our Lovelace Way curriculum goal to enable all of our pupils to be: 'Smarter, Healthier and Happier'. We are also very keen to tackle health and equalities issues relevant to our community, for example; increasing the number of children participating in regular exercise, tackling obesity and tooth decay and, especially in the wake of the Covid 19 pandemic, mental health and wellbeing. There is a strong link with our Spiritual, Moral, Social and Cultural (SMSC) dimension and in the way we teach British Values.

As part of the government's and NHS mental health trailblazer project we, alongside many local schools, adopted in 2020 'The Jigsaw Programme'. This new, award-winning curriculum offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. See **Appendix 1** for detailed information about how the programme meets statutory requirements and supports all children in an age-appropriate way. (Pages 12-13).

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

### Statutory Relationships and Health Education

A key change with PSHE is that certain elements have now become statutory and compulsory. We have quoted key parts of the DfE guidance in summary below:

- *"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools." (DfE Guidance p.8)*
- *"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."*
- *"This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools."*
- *"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."*
- *"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society." Secretary of State Foreword DfE Guidance 2019 p.4-5*
- *"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated*



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*clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.” (DfE Guidance p.8)*

- *“All schools must have in place a written policy for Relationships Education and RSE.” (DfE Guidance p.11)*

At Lovelace Primary School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

Jigsaw's online portal continually updates teaching material which ensures we are always using the most up to date resources and that our teachers are well-supported.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)

The Jigsaw Programme is also aligned to the PSHE Association Programmes of Study for PSHE.



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### What do we teach, when and who teaches it?

#### Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units). ***These are taught in an age-appropriate way across the school and the learning deepens and broadens every year.*** See Appendix 1 for an overview by year group.

Term	Puzzle (Unit)	Content
Autumn 1:	<b>Being Me in My World</b>	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	<b>Celebrating Difference</b>	Includes anti-bullying (cyber and homophobic bullying included) and understanding.
Spring 1:	<b>Dreams and Goals</b>	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society?
Spring 2:	<b>Healthy Me</b>	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise.
Summer 1:	<b>Relationships</b>	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss.
Summer 2:	<b>Changing Me</b>	Includes Relationships and Sex Education in the context of coping positively with change.

At Lovelace Primary School we allocate approximately 45 minutes to PSHE each week from Y2- Y6 and a minimum of 30 minutes in YR and Y1 in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Class teachers deliver the weekly lessons to their own classes, this enables the teacher to develop an understanding and awareness of the children in the class and tailor the lessons appropriately. A few lessons during the 'Changing Me' puzzle unit are taught by a NHS Your Healthcare School Nurse. These lessons specifically focus on specific Sex Education lessons.

Our PSHE lessons are reinforced and enhanced in many ways through:

- Assemblies and collective worship
- Focus weeks and days (e.g. anti- bullying week, Road Safety Week)
- Our praise and reward system including our House Teams and Golden Awards
- Our Class and Learning Charters, our Lovelace Way, our Golden Rules and Core Values, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community
- Class and School Council Systems
- Special visitors e.g. Mayor, Member of Parliament, Councillors, Health Visitors, new born babies



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- Special visits e.g. to a community / civic event / national celebration
- House and pastoral system

### Relationships Education

***What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?***

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

### Health Education

***What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?***

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid' and 'Changing adolescent body'.

Teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

### Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools '*have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.*

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education '*should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born*'. (p. 23)

At Lovelace Primary School we have had a Sex Education programme for several decades and we continue to believe that it is very important that children should understand the facts about human reproduction before they leave primary school. We believe that young people need to be well sexually educated to enable them to make responsible and well informed decisions in their own lives.

***We define Sex Education as understanding human reproduction- sexual intercourse, conception, pregnancy and birth.***

We intend to teach this in Years 5 and 6.

At Lovelace we have adapted the Jigsaw programme in some instances, for example teaching some topics in later years than those indicated, when we feel they are appropriate for our children. For example, conception has been moved from Year 5 to the summer term of Year 6.

Class teachers use the Jigsaw Changing Me lessons to deliver this learning (and the associated resources as part of this Scheme of Work) with the support of NHS Your Healthcare School Nurses.



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### Parents' right to request their child be withdrawn from Sex Education

The teachers at Lovelace Primary school work in partnership with parents and we understand that parents are the key people in teaching their children about sex and relationships.

*"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE"* DfE Guidance (p.17)

At Lovelace School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). ***This is content that children cannot be withdrawn from.***

We have stated that sex education refers to 'human reproduction', and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the specific Jigsaw 'Changing Me' Puzzle lessons.

We will inform parents by emailed letter/ Google Form in the half term before these non statutory lessons are taught and give parents an opportunity to view the materials and resources that will be used. If this content is of particular concern to a parent, they can request that their child is withdrawn from these specific lessons. The PSHE lead teacher or a member of the headship team may wish to meet with parents making this request to discuss and understand the decision.

### Monitoring and Review

The Quality of Education Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Quality of Education Committee gives serious consideration to any comments from parents about the PSHE programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

### Equality - This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, *"Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics."*

*At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender) issues, they should ensure this content is fully integrated into their programmes of study for this area of the curriculum, rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".*

At Lovelace Primary School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.



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For further explanation as to how we approach LGBT relationships in the PSHE Programme please see: 'Including and valuing all children. What does Jigsaw teach about LGBT relationships?'

<https://www.jigsawpshe.com/how-does-jigsaw-deal-with-lgbtq-relationships-in-jigsaw-3-11/>



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### Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

	<b>Pupils should know...</b>	<b>How Jigsaw provides the solution</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"><li>that families are important for children growing up because they can give love, security and stability.</li><li>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.</li><li>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.</li><li>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.</li><li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</li><li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>	All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none"><li>• Being Me in My World</li><li>• Relationships</li><li>• Changing Me</li><li>• Celebrating Difference</li></ul>
<b>Caring friendships</b>	<ul style="list-style-type: none"><li>how important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li><li>that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</li><li>that most friendships have ups and downs, and that these can often be worked through so that the</li></ul>	All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none"><li>• Relationships</li><li>• Celebrating Difference</li></ul>



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	<p>friendship is repaired or even strengthened, and that resorting to violence is never right</p> <ul style="list-style-type: none"><li>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 and advice from others, if needed</li></ul>	
<b>Respectful relationships</b>	<ul style="list-style-type: none"><li>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</li><li>practical steps they can take in a range of different contexts to improve or support respectful relationships</li><li>the conventions of courtesy and manners</li><li>the importance of self-respect and how this links to their own happiness</li><li>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</li><li>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</li><li>what a stereotype is, and how stereotypes can be unfair, negative or destructive</li><li>the importance of permission-seeking and giving in relationships with friends, peers and adults</li></ul>	All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none"><li>Being Me in My World</li><li>Relationships</li><li>Celebrating Difference</li></ul>
<b>Online relationships</b>	<ul style="list-style-type: none"><li>that people sometimes behave differently online, including by pretending to be someone they are not.</li><li>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.</li><li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li><li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li><li>how information and data is shared and used online.</li></ul>	All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none"><li>Relationships</li><li>Changing Me</li><li>Celebrating Difference</li></ul>
<b>Being safe</b>	<ul style="list-style-type: none"><li>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li><li>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.</li></ul>	All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none"><li>Relationships</li><li>Changing Me</li><li>Celebrating Difference</li></ul>



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- 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 ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.



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### Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	<b>Pupils should know</b>	<b>How Jigsaw provides the solution</b>
<b>Mental wellbeing</b>	<ul style="list-style-type: none"><li>that mental wellbeing is a normal part of daily life, in the same way as physical health.</li><li>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.</li><li>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.</li><li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li><li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li><li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li><li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li><li>that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li><li>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 well-being or ability to control their emotions (including issues arising online).</li><li>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.</li></ul>	All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none"><li>Healthy Me</li><li>Relationships</li><li>Changing Me</li><li>Celebrating Difference</li></ul>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"><li>that for most people the internet is an integral part of life and has many benefits.</li><li>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.</li><li>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.</li></ul>	All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none"><li>Relationships</li><li>Healthy Me</li></ul>



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	<ul style="list-style-type: none"><li>why social media, some computer games and online gaming, for example, are age restricted.</li><li>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.</li><li>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li><li>where and how to report concerns and get support with issues online.</li></ul>	
<b>Physical health and fitness</b>	<ul style="list-style-type: none"><li>the characteristics and mental and physical benefits of an active lifestyle.</li><li>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.</li><li>the risks associated with an inactive lifestyle (including obesity).</li><li>how and when to seek support including which adults to speak to in school if they are worried about their health.</li></ul>	All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none"><li>Healthy Me</li></ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"><li>what constitutes a healthy diet (including understanding calories and other nutritional content).</li><li>the principles of planning and preparing a range of healthy meals.</li><li>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).</li></ul>	All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none"><li>Healthy Me</li></ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"><li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li></ul>	
<b>Health and prevention</b>	<ul style="list-style-type: none"><li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li><li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li><li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li><li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li><li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li><li>the facts and science relating to immunisation and vaccination</li></ul>	All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none"><li>Healthy Me</li></ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"><li>how to make a clear and efficient call to emergency services if necessary.</li><li>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li></ul>	All of these aspects are covered in lessons within the Puzzles <ul style="list-style-type: none"><li>Healthy Me</li></ul>



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Changing adolescent body	<ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Changing Me</li> <li>Healthy Me</li> </ul>
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### Unicef: Rights Respecting School Award

In addition to the Jigsaw Programme, Lovelace Primary School has embarked on a journey to become a Silver accredited Rights Respecting School. Our aim is to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive. The Rights Respecting Schools Award embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens. As a school we were awarded the Bronze accreditation in 2021. We are now promoting knowledge and understanding of the Convention throughout our school community.

### Appendix 1 Jigsaw PSHE Scheme of Work Content Overview

#### Jigsaw PSHE 3-11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine/safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact/preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthy snacks and sharing food	Different types of family Physical contact/boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping it safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family strengths Challenging my ideas Preparing for transition

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## Personal, Social and Health Education Policy (PSHE)

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition