



Brookland Junior School

PSHE Curriculum Overview

Intent of the PSHE Curriculum

Our PSHE Policy (including RSE) can be found here: <https://www.brooklandjuniorschool.co.uk/attachments/download.asp?file=940&type=pdf>

At Brookland Junior School, we recognise that pupils are growing up in an increasingly complex, diverse and digitally connected world. As a school within the highly diverse borough of Barnet, we are committed to providing a Personal, Social, Health and Economic (PSHE) curriculum that reflects both the local community and the wider society in which our pupils live. Our curriculum equips children with the knowledge, skills, attributes and strategies needed to thrive safely, respectfully and confidently in modern Britain and beyond.

We recognise that parents and carers are children's first educators and we work in partnership with families to complement and strengthen children's moral development, wellbeing, understanding of relationships and preparation for adult life. Through our PSHE curriculum, pupils learn how to manage their physical and mental wellbeing, develop healthy relationships, stay safe online and offline, contribute positively to society and make informed decisions about their future lives.

PSHE and Citizenship are central to the ethos of Brookland Junior School and underpin our wider curriculum, school values and safeguarding culture. Our bespoke Brookland values, British values, Brookland Learning Skills and commitment to pupil voice are embedded throughout the wider curriculum to ensure learning is meaningful, inclusive and relevant to pupils' lived experiences.

Our curriculum is responsive to the needs of our community and informed by local and national evidence and the priorities identified within updated statutory Relationships, Sex and Health Education guidance (2025). Through this, we recognise the importance of teaching pupils about:

- emotional wellbeing, resilience and mental health;
- healthy and respectful relationships, including anti-bullying;
- online safety, digital literacy, media influence and the rise of AI platforms;
- financial wellbeing, economic understanding and protection from exploitation;
- equality, diversity and protected characteristics;
- citizenship, democracy and the rule of law;
- personal safety, risk management and safeguarding;
- environmental responsibility and sustainability.

We believe all pupils deserve opportunities to be heard, to question, to debate and to reflect. Our curriculum provides a safe and supportive environment in which children can develop the confidence to express their views, challenge stereotypes, respect difference and make informed choices.

Brookland Junior School seeks to provide a high-quality, age-appropriate and evidence-informed PSHE curriculum which prepares pupils for the opportunities, responsibilities and experiences of secondary school and adult life. In addition to statutory Relationships, Sex and Health Education, our curriculum includes carefully planned learning relating to financial literacy, careers, sustainability, citizenship, digital life and current affairs to ensure pupils are well prepared for life in the modern world.

We are committed to maintaining an ambitious and current curriculum. Staff engage regularly with professional development through the PSHE Association, the Barnet PSHE Subject Leader Network, UCL and collaborative partnerships with schools and external agencies to ensure teaching remains accurate, inclusive and reflective of current guidance and safeguarding priorities.

Implementation

PSHE is taught through weekly timetabled lessons across all year groups and is delivered through a spiral curriculum that revisits key themes with increasing depth and complexity as pupils progress through the school. PSHE knowledge and skills are also weaved throughout our wider curriculum subjects, including computing, science, geography, RE and history. Our curriculum is structured around three core themes, drawn from the statutory guidance, PSHE Association Programme of Study and the Health Education Partnership framework:

- **Health and Wellbeing**

Pupils develop the knowledge and strategies required to support their physical health, emotional wellbeing and mental health. They learn about self-care, resilience, healthy lifestyles, emotional regulation, puberty, personal hygiene and where to seek support when needed.

- **Relationships Education**

Pupils learn how to build and maintain healthy, respectful relationships both online and offline. They develop understanding of consent, boundaries, equality, diversity, protected characteristics, peer influence and the importance of respectful behaviour. Relationships and Sex Education is taught in an age-appropriate and inclusive way and supports pupils in recognising healthy and unhealthy behaviours, including online.

- **Living in the Wider World**

Pupils are prepared for life as active, informed citizens. Learning includes financial literacy, careers and aspirations, democracy, sustainability, environmental responsibility, digital literacy and understanding the role of laws and communities in society. Pupils are encouraged to think critically, debate respectfully and understand their responsibilities within local, national and global communities.

Across all three themes, the curriculum explicitly teaches safeguarding, personal safety and risk management. Pupils learn how to recognise risk, seek help, respond safely in different situations and understand how to protect themselves and others both online and offline. This includes learning about public safety, peer influence, scams and exploitation, online harms, harassment, child-on-child abuse, positive masculinity and healthy decision-making.

Our PSHE curriculum is discussion-rich and reflective in nature. Lessons use a range of evidence-informed pedagogical approaches including:

- discussion and debate;
- role play and scenarios;
- Philosophy for Children;
- collaborative learning;
- case studies and enquiry-based learning, including real-life projects;
- reflection and pupil voice activities.

Teaching is regularly adapted to meet the needs of all learners and provides opportunities for pupils to develop vocabulary, confidence and critical thinking skills. Ongoing assessment for learning practices ensure flexible classroom delivery to ensure pupils are engaging in lessons that meet their needs and phase of development. Teachers establish safe classroom environments where pupils feel respected and able to participate openly. Pupils have their own individual books for recording their learning. In addition, we have Class Thinking Books to record cross curricula oracy based lessons.

Relationships and Sex Education is delivered using the Christopher Winter Project resources, as recommended by the PSHE Association and Barnet Local Authority. Parents and carers are invited to review the curriculum content annually to strengthen home-school partnership and ensure transparency around learning. Our policy, curriculum overview and lesson resources are available to parents to view and discuss.

Our wider personal development and PSHE provision enriches the taught curriculum and enables pupils to apply their learning in meaningful contexts. This includes:

- Black and Asian History Month; Anti-Bullying Week; Children's Mental Health Week; Online Safety Week; Refugee Focus Week; Careers and finance speakers; Environmental and sustainability projects; NSPCC workshops; Magistrates workshops; Enterprise projects; Transition projects with local secondary schools.

Pupils also benefit from opportunities to engage with charities, local organisations, peer mediation, leadership roles and community-based learning. Our school environment promotes wellbeing through targeted pastoral support, access to wellbeing staff and opportunities for pupils to discuss concerns safely.

The PSHE curriculum is adapted so that pupils with SEND can access all statutory content in ways that are developmentally, rather than only chronologically, appropriate. Teachers work with the SENCO and PSHE lead to adjust how content on puberty, relationships and personal safety is introduced — for example

through visual supports, social stories, pre-taught vocabulary, simplified language or additional processing time — so that pupils receive this learning at the point they are ready for it, rather than it being delayed or omitted. Where a pupil's developmental stage differs from their chronological age, staff consider carefully how to ensure they still receive age-appropriate safeguarding knowledge (such as body safety, online risks and who to trust) in a form they can understand and use. Small-group or 1:1 delivery, alternative recording methods and closer liaison with parents/carers are used where needed to ensure full access to the curriculum's intent. The PSHE Association's SEN framework provides learning statements and progression for use in our curriculum.

Impact

The impact of the PSHE curriculum is demonstrated through the knowledge, skills, attitudes and behaviours pupils develop over time. Pupils leave Brookland Junior School with the confidence, resilience and understanding needed to navigate the challenges and opportunities of modern life safely and respectfully.

Pupils demonstrate:

- positive attitudes towards themselves and others;
- understanding of healthy relationships and consent;
- the ability to recognise and manage risk;
- increasing emotional literacy and resilience;
- respect for diversity and protected characteristics;
- informed decision-making around health, finance and digital life;
- understanding of democracy, equality and citizenship;
- awareness of environmental responsibility and sustainability.

Pupil voice plays a central role in evaluating the effectiveness of the curriculum. Children regularly reflect on their learning through discussions, PSHE books, Thinking Books and green pen reflections. These demonstrate pupils' ability to apply learning to real-life situations and articulate how PSHE supports their wellbeing and relationships. In whole school meetings, pupils regularly inform the PSHE lead on current events and topics that they would like more PSHE education on. In our most recent whole school meeting (July 2026) pupils stated that they would like to learn more about finance and starting a business, physical activity exercises and climate change. In response to these suggestions, adaptations have been made to the 2026-2027 curriculum.

Assessment is ongoing and formative. We assess PSHE each half term against key knowledge and skills objectives. These judgements are moderated in year groups and in subject leader data analysis. We use PSHE assessment data to prioritise interventions, identify pupil group needs and track individual progress. Baseline assessment tasks and activities are included at the beginning of each unit of work and revisited at the end so that new learning can be

assessed, gaps identified and adaptations made as needed. Teachers use questioning, discussion, reflection tasks and identified key skills to assess progress and knowledge across each unit. Key learning is revisited across the spiral curriculum through KS2 to support long-term retention and application.

Leaders monitor the quality and impact of PSHE through:

- book monitoring;
- pupil voice interviews and whole school meetings;
- learning walks;
- curriculum reviews;
- parent feedback;
- staff professional dialogue;
- safeguarding and wellbeing monitoring.

Feedback from parents and pupils is particularly valuable in measuring the impact of our PSHE provision. Our recent parent survey (July 2026) included comments such as: *'The lessons are very clear, age-appropriate, and easy for children to understand. We like that they teach respect, kindness, safety, and growing up in a gentle way. We feel our child learns useful things for daily life. Thank you for your good work'* and *'It is great all children are learning about this and in an easy-to-understand way (referring to RSE).'*

Our latest pupil survey shows that 99% state that *'my school expects all children to follow the Golden Rules and show our Brookland values'*; 98% believe that *'the school encourages me to respect people from other backgrounds and treat everyone equally'* and 97% feel the school *'encourages me to look after my emotional and mental health'*.

Visiting PSHE specialist trainee teachers visited our school for a PSHE workshop and feedback from observing lessons included: *'the connection to empowerment and what the students could do and actions they could take was fantastic with the teaching facilitating and prompting these discussions. There was also great room for the students to share their thoughts, ideas, and perspectives'*.

Our Learning Network Inspector noted that in our school: *'A strong sense of belonging and kindness was evident throughout pupil voice. Pupils spoke about the school's commitment to ensuring 'everybody is kind,' and reported that bullying is not tolerated. PSHE is taken seriously, with explicit teaching of conflict management. Pupils clearly articulated the Golden Rules (kindness, caring, honesty and looking after the school) and explained that adults enforce them consistently. Structures such as a football rota ensure fairness in the playground, and Well-Being Ambassadors wearing yellow sashes help mediate conflicts in pairs. Pupils praised staff for being kind, helpful and supportive'*.

Guiding Principles for delivering effective PSHE/RSHE (DfE Statutory Guidance, 2025)

Brookland Junior School is committed to delivering a curriculum with the following key principles in mind:

Guiding Principles	Practical Considerations
Engagement with pupils. An inclusive and well-sequenced RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging.	Build in regular/annual opportunities to engage pupils in the review and development of the curriculum through various feedback activities e.g surveys, focus groups, subject reviews, PSHE/Circle time discussions. Use the feedback gathered to make changes to the curriculum and reflect this in your PSHE policy (refer to 'Adaptions to the PSHE Curriculum section in our PSHE policy template). Some children and young people don't want to ask questions in front of peers, others may have questions following lessons. Teaching skills for discussion/questioning, providing opportunities to do so in various ways e.g. question boxes, and identifying their own trusted adults at school and at home, is key for them to be able to ask questions and have discussions, as and when they need to.
Engagement and transparency with parents. Schools should engage with parents on the content of RSHE and be transparent with parents about all materials used in RSHE. All materials should be available to parents. Parents have a right to request that their children are withdrawn from sex education (pupils can opt back in from three terms before they turn 16) and schools should ensure parents are aware of sex education content within lessons in advance.	Build in regular/annual opportunities to engage parents/carers in the review and development of the curriculum through various feedback activities e.g annual RSE information and engagement evenings, parent forum meetings, policy 'feedback comments', Use the feedback gathered to make changes to the curriculum and reflect this in your PSHE policy (refer to 'Adaptions to the PSHE Curriculum section in our PSHE policy template)
Positivity. Schools should focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. Schools should avoid language which might normalise harmful behaviour among	Using and maintaining a positive approach in PSHE ensures a safe environment within which pupils can explore their own and others' personal, social, emotional, health and wellbeing development, including increasingly sensitive and complex content – <i>such as harmful and abusive relationship behaviours, misogyny, personal and online safety, scams/financial harms, and Generative Artificial Intelligence (AI).</i>

young people – for example gendered language which might normalise male violence or stigmatise boys.	Avoiding an atmosphere of fear or anxiety, or the normalisation of these more challenging issues, our focus is to provide a balanced, informative, engaging and meaningful curriculum through which pupils can explore, understand and address <u>all</u> situations as effectively as possible. Social norms is an evidence-based approach to promoting positive behaviour change in young people. Although it is best known for successfully reducing drug use, it has much wider applicability in promoting positive behaviour change. It usually involves a local campaign that educates students about actual norms, highlighting the discrepancy between these and perceived norms.
Careful sequencing. Schools should cover all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school. Schools should sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.	Schools should plan and deliver a carefully sequenced, spiral scheme of work, building and revisiting the learning content year on year to enable students to revisit, build and apply core knowledge, skills and attributes in an age and developmentally appropriate way
Relevant and responsive. Schools should develop the curriculum to be relevant age and stage appropriate and accessible to pupils in their area, where appropriate working with local partners and other bodies to understand specific local issues and ensure needs are met.	Further to the guiding principles above re: engagement with pupils and parents, it is also important to build in regular feedback activities with external partners, for example partner discussions, external training content, local/national data provided by partner organisations, policy 'feedback comments'. Use the feedback gathered to make changes to the curriculum and reflect this in your PSHE policy (refer to 'Adaptions to the PSHE Curriculum' section in our PSHE policy template)
Skilled delivery of participative education. The curriculum should be delivered by school staff or, where schools choose to use them, external providers who have the knowledge, skills and confidence to create a safe and supportive environment	Build in regular CPD opportunities, including training, for all staff delivering PSHE curriculum. Find opportunities to use external partners to support the delivery of the curriculum, using their additional knowledge and expertise to complement and enhance the delivery of the programme, rather than replacing planned lessons delivered by your skilled and confident school

and to facilitate participative and interactive education which aims to support and not to alarm pupils. Staff should be trained in safeguarding and offering support, recognising the increased possibility of disclosures.	staff. Your approach to PSHE as outlined in your policy should be shared with partners delivering sessions in your school.
Whole school approach. The curriculum is best delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies, including behaviour and safeguarding policies	Ensure the PSHE curriculum is embedded within the wider personal development programme of your school, linking with all areas of the curriculum and supported by safeguarding and inclusion colleagues. Complement the curriculum with wider opportunities and experiences for all students across the school day. Comprehensive oracy education, delivered at a whole school level through a range of subject areas, can support improved outcomes for students, including academic attainment, boosting levels of self-confidence, and social and emotional wellbeing (<i>Insights and Impact Report, Voice21, 2021</i>). PSHE/RSHE is an ideal subject through which to develop strong speaking, listening and communication skills, including non-verbal communication. The planned use of active PSHE teaching and learning activities, including for example group discussion, sequencing and prioritising, negotiation and debate etc., provides students with multiple ways to express themselves articulately and confidently, develop an extended vocabulary and actively listen to others.

	AUTUMN 1 Mental Health and Wellbeing Text: Ruby's Worrry	AUTUMN 1 Respectful Relationships Text: The Girls / The Boys	SPRING 1 Economic Wellbeing Text: It's a No Money Day	SPRING 2 Physical Health and Nutrition Text: Good Enough to Eat	SUMMER 1 Relationships and Sex Education Text: We Are Family	SUMMER 2 Sustainability and the Environment Text: Dear Earth
Year 3	To recognise feelings and use varied vocabulary to talk about their own and others' feelings. To judge whether what they are feeling and how they are behaving is appropriate and proportionate. To be able to name different strategies and behaviours to support their mental health and wellbeing (e.g. good quality sleep, exercise, time outdoors, spending time with family and friends, talking about feelings and emotions etc.) To be able to talk about how they respond to different feelings e.g. having strategies to calm themselves down.	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. To learn skills for developing caring, kind friendships. To demonstrate ways to show respect to others, including those who are different or make different choices, or have different preferences or beliefs. To develop skills in managing conflict, and knowing that resorting to violence is never right. To know that not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.	To identify the different ways that we can pay for things and their advantages and disadvantages. To understand how spending choices have to be prioritised based on needs and wants. To know that what people do with their money can affect others and the environment (e.g. giving to charity, buying fair trade, buying single-use plastics) To identify and build skills that might help them in their future careers e.g. teamwork, communication, negotiation, critical thinking and digital literacy To know that there are a broad range of different jobs that people can have; that people often have more than one type of job during their career <i>(parent talks in classes)</i>	To explain how personal hygiene and germs including bacteria, viruses, are spread and treated, and the importance of handwashing. To understand the principles of planning and preparing a range of healthy meals (link to DT). To know what constitutes a healthy diet, including nutritional content, to plan a packed lunch. To know the importance of building regular exercise into daily and weekly routines and how to achieve this.	To explore the similarities and differences between male and female bodies using the correct name for body parts (SG) That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact and how to seek help if needed. To explore different types of families, recognising that families sometimes look different from their own family and are characterised by love and care. To recognise the characteristics of healthy family life, such as commitment to each other, including in times of difficulty and the importance of spending time together and sharing each other's lives.	To learn how connecting to nature, and using other strategies, can help our wellbeing. To learn about actions that people can take to help look after the environment. To learn about the importance of community and working together to look after nature and our local environment. To design and implement an action plan for an environmental issue.

	AUTUMN 1 Mental Health and Wellbeing Text: The Hotel of Feelings The Memory Tree	AUTUMN 2 Respectful Relationships Text: The Not-So-Friendly Friend	SPRING 1 Physical Health and Nutrition Text: The Couch Potato	SPRING 2 Drug and Alcohol Education: Text: Kay's Anatomy	SUMMER 1 Relationships and Sex Education Text: Hair in Funny Places	SUMMER 2 Personal Safety and Risk: Text: Flooded
Year 4	To develop the language of a wider range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. To learn about the benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. To identify simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. To know that change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.	To recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support. To pay attention to the needs and preferences of others, including in families and friendships. To understand the importance of setting and respecting healthy boundaries with friends, family, peers and adults, including online. To develop skills in to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. To be able to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	To know the characteristics and mental and physical benefits of an active lifestyle. To explore the risks associated with an inactive lifestyle, including obesity. To understand the characteristics of a poor diet and risks associated with unhealthy eating, for example tooth decay and poor health. To know the benefits of good oral hygiene. To recognise signs of early illness and when and how to seek help. To understand the importance of a healthy relationship with food.	To learn about the safe use of medicines and household products. To know how caffeine, cigarettes, e-cigarettes/ vaping and alcohol can affect people's health. To explain how laws, guidelines and restrictions help to keep people safe and healthy. To know that nicotine is addictive and understand what this means. To identify where people can get help and support to protect their own and other's health.	To explore the human lifecycle from birth to old age. To know about some of the physical and emotional changes that happen in puberty. To know that puberty is linked to reproduction. To understand menstruation, including when and how it begins during puberty. To explore respect in a range of relationships and to discuss the characteristics of healthy relationships The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	To identify hazards in the home or community that may cause harm or injury and ways to reduce risks (including online). To learn about fire safety in the home. To learn about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. To know how to stay safe around railways, tube stations and level crossings. To recognise risks around neighbourhood roads and to practice safe road crossings (link to local area walk). To know how to make a clear and efficient call to emergency services.

	AUTUMN 1 Mental Health and Wellbeing Text: The Heart and the Bottle	AUTUMN 2 Respectful Relationships Text: The Day You Begin	SPRING 1 Economic Wellbeing Text: Why Money Matters	SPRING 2 Physical Health and the environment Text: Forest Fighter (Chico Mendes)	SUMMER 1 Relationships and Sex Education Text: Growing Up	SUMMER 2 Digital Literacy Text: The Fabulous Friend Machine
Year 5	To recognise the importance of promoting general wellbeing and physical health as individuals and peers. To know that isolation and loneliness can affect children, and the benefits of seeking support. To understand that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. To know that abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	To reflect on the importance of self-respect and how this links to their own happiness. To develop strategies on how to foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. To be able to identify similarities and differences between themselves and their peers To develop age-appropriate communication skills including eye contact, tone of voice and body language for a range of situations. To know what a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype, including positive masculinity.	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). To learn about the risks associated with money including different ways that money can be won or lost through gambling-related activities (including online gaming, scams and fraud) and the impact this has on mental health. To develop skills, including entrepreneurial skills, that will help in future careers (£5 Project). To recognise that some jobs are paid more than others and that money is one factor that may influence a person's career; some people may choose volunteering.	To recognise the importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. To learn how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. To explain how environmental actions, such as active travel and reducing pollution, benefit both the planet and our physical health. To design and justify a personal or class action plan that improves both physical health and environmental sustainability.	To explore the emotional and physical changes occurring in puberty To understand how puberty affects the reproductive organs. To explore the impact of puberty on the body and the importance of physical hygiene. To explore ways to get support during puberty To discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.	To consider the impact of their online behaviour on others, and how to display respectful behaviour online. To know why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. To explore the risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. To know that some online content and images can be created or changed by AI and may not be real. To know the terms: misinformation, hoax and disinformation and what risks they pose online and the impact on wellbeing.

	AUTUMN 1 Mental Health and Wellbeing Text: Indigo Takes Flight	AUTUMN 2 Respectful Relationships Text: My Secret Bully	SPRING 1 Personal Safety and Risk (online wellbeing): Text: Courage Out Loud	SPRING 2 Democracy: How does our government work? Text: Children Who Changed The World	SUMMER 1 Relationships and Sex Education Text: Kay's Anatomy	SUMMER 2 Drug and Alcohol Education and Transition Text: I am Vape
Year 6	To understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. To learn that it is common to experience mental health problems, and early support can help. To recognise the benefits of limiting 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. To know that when someone practises self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively.	To learn practical steps and skills in a range of different contexts to improve or support positive relationships including positive masculinity' To know how to seek help when needed, including when they are concerned about violence, harm, or are unsure who to trust. To know how to recognise when a relationship is harmful, dangerous or controlling, including skills for recognising who to trust and who not to trust and what actions to take. To know the importance of the protected characteristics within the Equality Act (2010). To develop strategies for managing peer influence on their online behaviour; how to resist pressure from others, to share personal information or images online.	To identify risky behavior in peer groups and ways to resist peer pressure. To know how to efficiently call emergency services, including the importance of reporting incident rather than filming them. To recognise how online relationships can complement and support meaningful in-person relationships but that they are unlikely to be a good substitute for high quality in-person relationships. To understand the laws around taking and sharing images; knowing that images can be manipulated and circulated without your consent and you can't control where they end up. To know what rights we have in relation to sharing data, privacy, location sharing settings and consent.	To know the key features of a democracy and democratic systems. To know how the political system works in the UK. To know that there are some cultural practices which go against British Law and human universal rights. To learn more about key historical figures who led the way for democracy. To identify a local issue and develop realistic solutions; putting their ideas into action. (Project)	To describe how and why the body changes during puberty in preparation for reproduction. To explain differences between healthy and unhealthy relationships. The know that marriage and civil partnerships represent a formal and legal commitment; to know that not everybody chooses to marry. <i>To consider different ways people might start a family (not statutory)</i> <i>To know some basic facts about conception and pregnancy (not statutory)</i> To explore positive and negative ways of communicating in a relationship To know how and where to get support if an online relationship goes wrong.	To learn about the risks and effects of legal and illegal drug use. To understand the effects of nicotine addiction and know that nicotine is found in cigarettes, vapes, e-cigarettes and nicotine pouches. To learn about the reasons people use drugs, including peer influence. Secondary transition Unit: That friendships change over time, including making new friends and having different types of friends. To consider the risks and safety measures for independent travelling. To explore wellbeing and friendship pressures of screen time and mobile phones. To managing change well and practice self-care.

KEY KNOWLEDGE AND SKILLS THREADS FOR PSHE UNDER THREE MAIN HEADINGS.

THEMES	Year 3	Year 4	Year 5	Year 6
Health and Wellbeing	To be able to talk about how they respond to different feelings e.g. having strategies to calm themselves down. <i>(Mental Health and Wellbeing)</i> To know what constitutes a healthy diet, including nutritional content, to plan a packed lunch. <i>(Physical Health and Nutrition)</i>	To know that change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. <i>(Mental Health and Wellbeing)</i> To understand the importance of a healthy relationship with food. <i>(Physical Health and Nutrition)</i> To know how caffeine, cigarettes, e-cigarettes/vaping and alcohol can affect people's health. <i>(Drug and Alcohol Education)</i> To know about some of the physical and emotional changes that happen in puberty. <i>(RSE)</i> To know how to stay safe around railways, tube stations and level crossings; To recognise risks around neighbourhood roads and to practice safe road crossings. <i>(Personal Safety and Risk)</i>	To understand that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. <i>(Mental Health and Wellbeing)</i> To explore the emotional and physical changes occurring in puberty. <i>(RSE)</i>	To know that when someone practises self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively. <i>(Mental Health and Wellbeing)</i> To describe how and why the body changes during puberty in preparation for reproduction. <i>(RSE)</i> To understand the effects of nicotine addiction and know that nicotine is found in cigarettes, vapes, e-cigarettes and nicotine pouches. <i>(Drug and Alcohol Education/Transition)</i>
Relationships	To demonstrate ways to show respect to others, including those who are different or make different choices, or have different preferences or beliefs. <i>(Respectful Relationships)</i> That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact and how to seek help if needed. <i>(RSE)</i>	To develop skills to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. <i>(Respectful Relationships)</i> To understand the importance of setting and respecting healthy boundaries with friends, family, peers and adults, including online.	To develop age-appropriate communication skills including eye contact, tone of voice and body language for a range of situations. <i>(Respectful Relationships)</i> To know the terms: misinformation, hoax and disinformation and what risks they pose online and the impact on wellbeing. <i>(Digital Literacy)</i>	To know how to recognise when a relationship is harmful, dangerous or controlling, including skills for recognising who to trust and who not to trust and what actions to take. <i>(Respectful Relationships)</i> To understand the laws around taking and sharing images; knowing that images can be manipulated and circulated without your consent and you can't control where they end up. <i>(Personal Safety and Risk – online wellbeing)</i>

Living in the Wider World	To know that what people do with their money can affect others and the environment (e.g. giving to charity, buying fair trade, buying single-use plastics). <i>(Economic Wellbeing)</i>		To learn about the risks associated with money including different ways that money can be won or lost through gambling-related activities (including online gaming, scams and fraud) and the impact this has on mental health. <i>(Economic Wellbeing)</i> To design and justify a personal or class action plan that improves both physical health and environmental sustainability. <i>(Physical Health and the Environment)</i>	To know the key features of a democracy and democratic systems. <i>(Democracy)</i>
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