

The Richard Pate School



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

September 2026
Trustees sign off 28 September 2026

Contents

1. Aims	2
2. Statutory Requirements	3
3. Content and Delivery	3
4. Roles and Responsibilities	7
5. Monitoring Arrangements	8
6. Links With Other Policies	8
Appendix 1: PSHE Content Map	9

1. Aims

The aims of Personal, Social, Health and Economic (PSHE) education, including Relationships, Sex and Health Education (RSHE), at The Richard Pate School are to provide pupils with the knowledge, understanding, attitudes and skills they need to lead confident, healthy and responsible lives.

Our PSHE curriculum aims to help pupils:

- Gain the knowledge and skills necessary to make safe and informed decisions
- Understand how to stay healthy, both physically and mentally
- Develop positive, respectful relationships
- Build resilience, confidence and self-esteem
- Contribute positively to school life and the wider community
- Understand democracy and how to express their views

In addition, pupils are supported to:

- Recognise diversity and respect differences, including the protected characteristics set out in the Equality Act 2010
- Develop an understanding of relationships, safety and wellbeing
- Become responsible, independent members of society

Our PSHE curriculum is underpinned by our school ethos and values: Aim High, Be Kind, Be Brave, which are embedded consistently across all aspects of school life. These values support pupils to develop as confident, resilient and respectful individuals. Aim High encourages aspiration, independence and a strong commitment to learning. Be Kind promotes a culture of respect, empathy and inclusion, where positive relationships are prioritised and diversity is celebrated. Be Brave enables pupils to develop confidence, moral courage and the ability to make safe, informed decisions, including speaking out and seeking support when needed.

This values-driven approach makes a strong contribution to pupils' spiritual, moral, social and cultural (SMSC) development. Pupils are provided with regular opportunities to reflect, discuss and explore different viewpoints, enabling them to develop a secure sense of right and wrong, respect for others, and an appreciation of diversity. They learn to form and sustain positive relationships, show responsibility and contribute positively to the school and wider community.

British values are explicitly taught and reinforced through the curriculum and wider school experiences. Pupils develop an age-appropriate understanding of democracy through opportunities to express their views and participate in decision-making. They learn about the rule of law and the importance of rules in keeping themselves and others safe. Individual liberty is promoted through encouraging pupils to make informed choices, while mutual respect and tolerance are fostered through a strong emphasis on inclusion and understanding different beliefs and cultures.

As a result, pupils are well prepared for life in modern Britain. They demonstrate respect, confidence and a clear understanding of how to stay safe, build healthy relationships and contribute positively to society.

2. Statutory Requirements

PSHE is a non-statutory subject. However, there are key aspects that we are required to teach.

At The Richard Pate School:

- We teach Relationships Education under the Children and Social Work Act 2017, in line with statutory guidance
- We teach Health Education under the same statutory guidance
- Pupils in EYFS learn Personal, Social and Emotional Development (PSED) through the EYFS statutory framework

As an independent school, we also comply with:

- DfE statutory guidance (updated 2025, implemented from September 2026)
- The Education Act 1996 and 2002
- The Education (Independent School Standards) Regulations 2014

Sex Education is not compulsory at primary level. However, we provide a carefully planned, age-appropriate Year 6 lesson ("Let's Talk About Sex"). Parents/carers have the right to withdraw from this non-statutory element.

This policy also complies with the terms of our funding agreement, where applicable.

3. Content and Delivery

3.1 What We Teach

We are required to cover Relationships Education and Health Education as set out in statutory guidance. Further details can be found in our RSHE Policy.

At our school, we deliver PSHE through the Twinkl Life PSHE Scheme of Work, which provides a comprehensive, progressive and fully resourced programme aligned with statutory requirements and best practice guidance. The scheme is carefully sequenced across year groups to ensure that pupils build knowledge and skills over time, with clear progression in both content and depth of understanding.

Our PSHE curriculum is organised around three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

Within these themes, the Twinkl curriculum provides a broad and balanced coverage of key areas, including:

- Mental and physical health, including emotional wellbeing, self-regulation and resilience
- Healthy relationships, friendships, families and respect for others
- Online safety and digital responsibility, including managing risk in digital environments
- Safeguarding, recognising risks and knowing how to seek help
- British values, citizenship, and understanding rights and responsibilities
- Financial education, including money management and economic wellbeing

The scheme incorporates regular opportunities for discussion, reflection and scenario-based learning, enabling pupils to develop critical thinking, emotional literacy and decision-making skills. Teaching is age-appropriate and inclusive, ensuring that all pupils can engage meaningfully with the content.

Sex Education (Year 6 only) is delivered in line with statutory guidance and forms part of the PSHE curriculum. This includes:

- Understanding sexual relationships in an age-appropriate and sensitive manner
- Consent and personal boundaries
- Basic awareness of contraception

Scientific aspects of human development and reproduction are taught through the National Curriculum for Science, ensuring clarity between statutory Science content and PSHE learning.

A full overview of the Twinkl PSHE curriculum is provided in Appendix 1.

3.2 How We Teach It

PSHE is delivered through a structured, whole-school approach that ensures consistency, progression and full coverage of statutory requirements.

Curriculum Delivery PSHE is taught through:

- Weekly discrete lessons (30 minutes per week or 60 minutes fortnightly in Years 1–6) using the Twinkl Life scheme
- EYFS provision, where PSHE is embedded within the Early Years Foundation Stage Framework and supports pupils in meeting the Early Learning Goals (ELGs), particularly within Personal, Social and Emotional Development and Understanding the World
- Assemblies, themed days and whole-school events, which reinforce key messages such as safeguarding, wellbeing and British values
- Cross-curricular links, including Science (e.g. human development), RE (e.g. respect and diversity), Computing (e.g. online safety) and PE (e.g. health and wellbeing)
- Wider enrichment opportunities, such as wellbeing sessions, extracurricular activities and educational visits/trips, where appropriate, to enhance real-life understanding (e.g. community visits, safety workshops)

Teaching Approaches A range of evidence-informed teaching strategies are used to promote engagement, reflection and skill development, including:

- Circle time and structured discussion
- Role play and scenario-based learning
- Collaborative group work
- Reflection and pupil voice activities

These approaches support pupils to develop confidence, critical thinking and the ability to apply their learning in real-life contexts.

Staffing and External Contributions The curriculum is primarily delivered by class teachers, ensuring consistency and strong relationships. This is supported by the PSHE lead and wider curriculum team.

Where appropriate, external agencies and visitors (e.g. NSPCC, police, health professionals) contribute to specific aspects of the programme. All external input is:

- Carefully planned and aligned with the PSHE curriculum
- Delivered under staff supervision
- Fully compliant with safeguarding and school policies

Inclusion and SEND We are committed to ensuring that PSHE is fully inclusive and accessible to all pupils, including those with SEND. This is achieved through:

- Adaptation of teaching, resources and outcomes
- Use of scaffolding, visual supports and pre-teaching where appropriate
- Sensitivity to pupils' individual needs and backgrounds
- Creating a safe and supportive learning environment where all pupils can participate and succeed

Managing Sensitive and Controversial Issues PSHE teaching addresses sensitive and sometimes controversial topics in a balanced, age-appropriate and respectful manner. Teachers:

- Present factual, unbiased information
- Facilitate open discussion while maintaining clear boundaries
- Ensure that personal beliefs and attitudes do not influence teaching

Clear protocols are in place so that any difficult questions are handled appropriately, and safeguarding procedures are followed where necessary.

Staff are supported to deliver the curriculum confidently. They are encouraged to:

- Seek guidance or training where needed
- Raise any concerns with the PSHE lead or senior leaders

This ensures high-quality teaching that remains objective and inclusive.

Resources We use a range of high-quality, up-to-date resources, including:

- Twinkl Life PSHE scheme (core resource)
- GHLL (Gloucestershire Healthy Living and Learning) materials
- Safeguarding, health and wellbeing resources from approved organisations

Economic Education: Economic education is an integral part of our PSHE curriculum and is primarily delivered through the 'Money and Me' programme developed by the Bank of England. This resource supports pupils in developing a secure understanding of money, finance and the wider economy in an engaging and age-appropriate way.

The *Money and Me* materials provide structured lessons and activities that build pupils' knowledge progressively across the primary phase. Through this programme, pupils develop key financial literacy skills and an understanding of how money and economic systems operate in everyday life.

Key areas covered include:

- Understanding what money is and how it is used
- Recognising the difference between needs and wants
- Developing skills in budgeting, saving and spending responsibly
- Exploring how banks work and the role they play in society
- Understanding how people earn money and make financial choices

- Introducing basic economic concepts such as trade, supply and demand, and the role of businesses
- Developing awareness of the wider economic world and how it affects individuals and communities

The programme uses interactive, discussion-based activities, stories and real-life scenarios to make learning meaningful and relevant. This supports pupils to develop critical thinking, decision-making skills and confidence in managing money safely and responsibly.

Economic education is also reinforced through the wider PSHE curriculum and the Living in the Wider World theme, as well as through cross-curricular links (e.g. Mathematics, where appropriate).

By the time pupils leave our school, they have developed a strong foundation in financial and economic understanding, preparing them to make informed choices and participate effectively in modern society.

Assessment: Assessment is ongoing and proportionate, focusing on pupils' knowledge, understanding and personal development. Methods include:

- Teacher observation and questioning
- Pupil discussion and reflection
- Informal assessment of learning outcomes
- End-of-unit pupil self-assessment and review activities

Assessment informs future teaching and ensures that pupils are building knowledge and skills progressively.

Reporting to Parents/Carers Pupils' progress in PSHE is communicated to parents/carers through:

- Annual written reports, which include comments on personal development
- Parent consultation meetings, where progress, wellbeing and any concerns can be discussed

This ensures that parents/carers are informed and can support their child's development in partnership with the school.

4. Roles and Responsibilities

4.1 Governing Body

The governing body will hold the Headteacher to account for the implementation of this policy.

4.2 Headteacher

The Headteacher is responsible for ensuring that PSHE is taught consistently across the school and that staff are supported in delivering the curriculum effectively.

4.3 PSHE/RSHE Curriculum Co-ordinators

- Mrs K. Jones (Pre-Prep)
- Mrs J. Miller-Howell (Pastoral & DSL)
- Mrs H. Pearce (Juniors)

They are responsible for:

- Leading and promoting PSHE across the school
- Supporting staff in planning and delivery
- Monitoring resources and provision
- Keeping up to date with training and guidance
- Reporting on PSHE development

4.4 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive and inclusive way
- Modelling positive attitudes
- Monitoring pupil progress
- Responding to individual pupil needs

4.5 Pupils

Pupils are expected to:

- Engage fully in PSHE
 - Treat others with respect and sensitivity during discussions
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5. Monitoring Arrangements

The delivery and impact of the PSHE curriculum is closely monitored to ensure consistency, quality and progression across the school.

The delivery of PSHE is monitored by the Headteacher and PSHE/RSHE Curriculum Co-ordinators through a range of quality assurance activities, including:

- Planning scrutiny to ensure coverage, progression and alignment with statutory guidance
- Learning walks to evaluate the quality of teaching and pupils' engagement

- Work reviews to assess pupils' understanding and development over time
- Pupil voice activities, including feedback from the School Council, to gather pupils' views on their learning and experiences

Assessment in PSHE is ongoing and reflective, incorporating both teacher assessment and pupil self-evaluation, enabling staff to adapt provision and respond to pupils' needs effectively.

This policy will be reviewed annually by the PSHE/RSHE Curriculum Co-ordinators and Headteacher. At every review, the policy will be approved by the governing body.

6. Links with Other Policies

This policy links to the following:

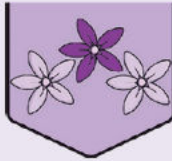
- RSHE Policy
 - Safeguarding and Child Protection Policy
 - Behaviour Policy
 - Anti-Bullying Policy
 - Equality Policy
 - SEN and Disabilities Policy
 - E-Safety Policy
 - Teaching and Learning Policy
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Final Statement

At The Richard Pate School, PSHE and RSHE are central to developing the whole child. Through a carefully planned, inclusive and values-led curriculum, we prepare pupils to navigate life with confidence, respect and resilience, reflecting our ethos: **Be kind, be curious, be your best**

Appendix 1: PSHE Content Map

Unit Title	Outline of Coverage	Objectives
 It's My Body	The messages of choice and consent are core to this unit. We will learn about how we can take care of our bodies and make safe choices. Lessons focus on: • sleep and exercise; • diet; • cleanliness; • substances.	• I know I can choose what happens to my body. • I can make healthy choices about sleep and exercise. • I can talk about a healthy, balanced diet and why this is good for our bodies. • I know how to keep my body clean. • I know what is safe to eat or drink. • I can choose to keep my mind and body healthy and safe.
 Safety First	We will learn about dangers and how to keep ourselves safe by making informed decisions. Lessons focus on staying safe: • outside; • in the home; • online; • around strangers. Children learn about The Underwear Rule, which includes information about inappropriate touching and knowing that what is covered by underwear is private. Children will also learn about who can help us as and when we need it.	• I know how to stay safe and who can help if I feel unsafe. • I know how to stay safe at home. • I know how to stay safe when I am out and about. • I can keep myself safe in different situations with people I don't know. • I know what I can share and what I should keep private to keep myself and others safe. • I know who to go to if I need help.
 Growing Up	In this unit, we learn about how we change physically and emotionally as we grow. We will explore how we show respect to our own and others' bodies and what consent means. We learn about stereotypes and different types of families as well as how changes around us affect our emotions.	• I can name the main parts of boys' and girls' bodies. • I understand how to respect my own and other people's bodies. • I understand that we are all different and different people like different things. • I can talk about my family and others' families. • I can describe how I will change as I get older. • I can describe things that might change in a person's life and how it might make them feel.
 Think Positive	This unit supports children to adopt a positive outlook and explores the benefits of this. We develop our understanding of: • thoughts and feelings; • ways to express emotions and cope with uncomfortable feelings; • gratitude; • mindfulness.	• I can understand how happy thoughts can make me feel good. • I can make good choices and consider the impact of my decisions. • I can set myself goals and consider how to achieve them. • I can discuss my feelings and opinions with others and cope with difficult emotions. • I can discuss things I am thankful for and focus on what I do have, rather than what I don't have. • I can focus on what is happening now and how I am feeling.

Unit Title	Outline of Coverage	Objectives
 TEAM (Together Everyone Achieves More)	The core value of this unit is belonging. It focuses on the rules of our class, school and community and how a positive learning environment creates success for all. Lesson coverage includes: - behaviour; - kindness; - good choices; - bullying and teasing.	- I can talk about the teams I belong to. - I can be a good listener. - I can explain how to be kind and why it is important. - I can talk about unkind behaviour like teasing and bullying. - I can explain how to be a positive learner. - I can identify good and not-so-good choices.
 Be Yourself	This unit is inspired by the idea that being comfortable and confident with yourself can support positive mental health and wellbeing. We explore our positive qualities and our individuality. We discuss the different feelings people experience and consider strategies for managing uncomfortable emotions.	- I can talk about what makes me special. - I can name some of the different feelings I have and can describe how they feel. - I can talk about things I like that make me feel happy. - I can talk about the things that make me feel unhappy or cross and have ideas about what to do when I have these feelings. - I can discuss how change and loss make me feel. - I can share what I think and feel with confidence.
 VIPs	This unit focuses on how we can nurture and develop positive and healthy relationships with the very important people in our lives. We will explore who these special people may be and how they can be different for everyone. We will develop strategies for resolving issues as they arise and getting help when we need it.	- I can talk about the very important people in my life and explain why they are special. - I can describe why families are important. - I can describe what makes someone a good friend. - I can describe ways to help resolve arguments and disagreements without being unkind. - I can cooperate with others to achieve a task. - I can describe how I can show my special people that I care about them and I understand why this is important.
 Digital Wellbeing	In this unit, we will explore how to use the Internet safely and responsibly. We consider the many ways the Internet helps us and the importance of balancing our online and offline activities in a healthy way. We will consider risks that we may face on the Internet and how to manage these as well as the fact that not everything we see on the Internet is true.	- I can talk about ways in which the Internet is useful. - I know how to balance screen time with other activities and understand why this is important. - I know how to stay safe online. - I can explain why we keep personal information private. - I know how to communicate online in ways that show kindness and respect. - I understand that not everything on the Internet is true.

KS1 Living in the Wider World

Unit Title	Outline of Coverage	Objectives
 Aiming High	In this unit, we discuss having high aspirations, celebrating our strengths and how having a positive attitude to learning can help us achieve. Children will have the chance to share their aspirations for the future if they would like to, discuss the importance of equal opportunities and consider difficulties caused by stereotyping.	• I can think of star qualities I already have and those I would like to develop. • I can explain how a positive learning attitude can help me. • I can talk about jobs that people can do and tell my friends what I want to be when I grow up. • I can understand that it is a person's interests and skills that make them suited to doing a job. • I can think about things I would like to achieve in the future. • I can think about changes which might happen to me and consider how I feel about them.
 One World	This unit is inspired by the fact we can learn from people and their ways of life in different places around the world. Children will explore similarities and differences between their ways of life and that of others, considering: • families; • school; • homes. We will also think about how people around the world use their environment and how we can look after our wonderful world.	• I can explore family life in different countries and say how it is the same as mine and how it is different. • I can discuss homes and home life from around the world and say how they are the same as mine and how they are different. • I can explain what it is like to go to school in other countries and say how it is the same as or different from my school. • I can explore places where people live which are different from where I live. • I can think about how people use things from the Earth and what problems this can cause. • I can say why it is important to care for the Earth and identify how I can help protect it.
 Money Matters	This unit explores where money comes from and how it can be used. Children will discuss: • where money comes from and jobs people can do; • different ways people can pay for things they want or need; • how people can keep money, belongings and information safe and why it is important to do this; • the difference between wants and needs and how this can affect people's spending choices; • why it is helpful to keep track of the money people spend and how receipts can help to do this; • how money can affect people's emotions and the importance of showing kindness and respect to others. This unit is underpinned by foundations of kindness, respect and the understanding that everyone is in an individual position.	• I can talk about where money comes from and the ways people use it. • I can explain how to keep money safe and why this is important. • I can explain what personal information means and ways we can keep this private. • I can explain choices people have about spending money and why it is important to keep track of what is spent. • I can explain differences between wants and needs and discuss how this can affect people's spending decisions. • I understand that money can affect people's emotions.
 Diverse Britain	This unit is inspired by the positive effect we can each have on the groups and communities to which we belong. We will discuss: • communities; • being good neighbours; • looking after the local environment. The theme of respect and kindness is central to all learning in this unit as we explore diversity across our society.	• I can describe ways that I can help my school community. • I can describe ways that I can be a good neighbour. • I can identify things that help and harm my neighbourhood. • I can describe what it is like to live in the United Kingdom. • I can explore how people living in the United Kingdom can be different and how they are the same. • I can talk about identity and living in the United Kingdom.

LKS2 Health and Wellbeing

Unit Title	Outline of Coverage	Objectives
 It's My Body	Building on the foundations from the KS1 unit, in this unit, we will explore the different strategies which help us to take care of ourselves regarding: • cleanliness; • sleep and exercise; • diet; • substances. The focus on consent and respect remains central to the unit and children are invited to consider who their trusted adults are, for times when we need additional support.	• I can choose what happens to my body and I can get help with any concerns. • I know how to keep my body healthy. • I know why it is important to get enough sleep. • I understand the importance of hygiene and what to do if I feel unwell. • I know how to take medicine safely and keep safe around drugs. • I know how to make better choices and choose healthy habits.
 Safety First	In this unit, we will explore ways we can take more responsibility for our own safety as we grow up. We will discuss decisions we can make to help protect ourselves and strategies for dealing with peer pressure. We will consider everyday hazards, risks and dangers and how to manage these. We will consider safety around: • rail; • water; • road; • substances. Children will also discuss basic first aid and how to respond in an emergency situation.	• I can be responsible for making good choices to stay safe and healthy. • I can identify a risky situation and act responsibly. • I understand that I can choose not to do something that makes me feel uncomfortable. • I know how to stay safe when out and about. • I know about dangerous substances and how they affect the human body. • I know how to respond in emergency situations.
 Growing Up	Building on the KS1 unit on this topic, we will learn about different parts of the male and female bodies and the part they play in the reproductive process. We will explore how we change physically and emotionally as we grow and consider relationships and families.	• I can describe male and female body parts and explain what these are for. • I can describe how boys' bodies will change as they go through puberty. • I can describe how girls' bodies will change as they go through puberty. • I can describe the feelings that some people experience as they grow up. • I understand that there are many different types of relationships and families. • I can describe how babies are made and how they are born.
 Think Positive	This unit builds on the foundations of positive thinking covered in the KS1 unit and further develops children's strategies to: • understand our feelings; • cope with and manage difficult emotions; • learn how to support feelings of calm; • develop a growth mindset; • practise mindfulness; • take responsibility for our decisions.	• I understand that having a positive attitude is good for our mental health. • I can recognise and manage helpful and unhelpful thoughts effectively. • I understand that some changes can be difficult but that there are things we can do to cope. • I can use mindfulness techniques to keep calm. • I can identify uncomfortable emotions and manage them effectively. • I can apply a positive attitude towards learning and take on new challenges.

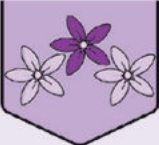
LKS2 Relationships

Unit Title	Outline of Coverage	Objectives
 TEAM (Together Everyone Achieves More)	This unit is well placed to be taught at the start of the new academic year as it explores challenges that come with a new class, new school or new year group and ways we can manage these. It introduces ways we can work through conflict within our teams and promotes discussion of feelings and emotions.	• I can talk about changes and how they might make me feel. • I can explain how and why we should work well as a team. • I can describe how my actions and behaviour affect my team. • I can pay attention to and respond considerately to others. • I can describe why disputes might happen and strategies to resolve them. • I can talk about my responsibilities towards my team.
 Be Yourself	This unit continues to promote a positive sense of self, building on the foundations laid in the KS1 unit of the same name. It explores strategies for managing uncomfortable situations and being assertive when needed while maintaining respectful relationships. It considers the role of the media in promoting a particular image and supports children to view these more analytically.	• I can say the things about myself that I am proud of. • I can identify the feelings I have and describe how different emotions feel. • I can describe different ways to cope with any uncomfortable feelings I may have and understand why this is important. • I know how to be assertive. • I can explore messages given by the media and decide if they are helpful or harmful. • I can identify different strategies I can use if I make a mistake.
 VIPs	This unit focuses on the special people in our lives whom we call friends. It explores how friendships are formed and maintained and what qualities are important in a friend. We will also discuss disputes, bullying and strategies to manage each of these.	• I can explain the importance of respecting my VIPs. • I can explain how to make and keep fabulous friends. • I can identify my own support network. • I can demonstrate strategies for resolving conflicts. • I can identify what bullying is. • I know what to do if someone is being bullied.
 Digital Wellbeing	In this unit, we will continue to explore safe, responsible Internet use. We will look at online relationships including cyberbullying, online stranger danger and social media interactions that may create peer pressure. We will consider privacy issues such as passwords, personal information and sharing or forwarding videos or content and how we can manage these responsibly.	• I can identify the positives and negatives of being online. • I can be kind online and I can help make the Internet a safer place. • I know how to stay safe when communicating online and what to do if I don't feel safe. • I can decide how reliable online information is and know how to share information responsibly online. • I can identify things we shouldn't share online and give reasons why we shouldn't share them. • I understand how technology can affect our wellbeing in different ways.

LKS2 Living in the Wider World

Unit Title	Outline of Coverage	Objectives
 Aiming High	In this unit, we will look at the attitudes that help us to succeed and explore how a growth mindset can improve our learning outcomes. We will think a little bit about resilience and how we can break down aims to set ourselves short, medium and long-term targets and achieve our goals.	• I can identify achievements and suggest how my actions can help me to achieve. • I can identify personal goals and suggest actions that I can take to achieve them. • I can explain how a positive learning attitude can help me to learn new things. • I can identify the skills and attributes needed to do certain jobs. • I understand that we should all have equal opportunities to follow our career ambitions. • I can discuss what job I might like to do when I grow up and what skills I will need to achieve this.
 One World	This unit of work focuses on the fact that people's opportunities and life experiences differ throughout the world and encourages children to consider how we can have a positive effect on others by being an active global citizen. We will discuss issues such as stereotypes, inequality, climate change and fair trade. The unit centres around a fictional character called Chiwa from Malawi.	• I can discuss ways in which people's lives are similar and different and give reasons for these differences. • I can explore differences of opinion and identify if I feel these are fair. • I can think about the lives of people living in other places, make considered decisions and give reasons for my opinions. • I can recognise how my actions impact on people living in different countries and can identify things I can do to make the world a fairer place. • I can explain what climate change is and how it affects people's lives as well as identify what I can do to help. • I can identify different organisations that help people in different countries who are in challenging situations and can explain how they do this.
 Money Matters	Children will build on their learning from KS1 about where money comes from and review the different payment methods available as well as exploring the advantages of these and how they can be used to pay for things people want and need. Borrowing money is discussed as well as how to make safe choices when spending online. The concept of value for money is explored as well as consideration of the effects spending can have on the environment. Children will also learn about budgeting. This unit is underpinned by foundations of kindness, respect and the understanding that everyone is in an individual position.	• I understand there are different routes into employment and reasons people go to work. • I understand people make decisions about what to spend money on and how to spend it. • I can talk about reasons people might need to borrow money and how money can affect people's emotions. • I can explain ways people can keep money safe and why it is important to do this. • I can talk about factors that can influence people's spending. • I can explain what it means to make and use a budget.
 Diverse Britain	This unit is inspired by and celebrates the fact that we live in a multicultural, diverse and democratic society. This promotes respect for differences between people and explores British values, such as: • rules; • the law; • liberty; • democracy.	• I can describe what it is like to live in the United Kingdom. • I can talk about what democracy is and understand why it is important. • I can talk about what rules and laws are and identify how they help us. • I can talk about what liberty means and I can identify the rights of British people. • I can describe a diverse society and talk about why it is important. • I can explain what being British means to me and to others.

UKS2 Relationships

Unit Title	Outline of Coverage	Objectives
 TEAM (Together Everyone Achieves More)	This unit builds on the importance of belonging and feeling secure in our various teams and communities by considering the positive qualities of a team. We will explore how to disagree respectfully and how to communicate effectively as well as how to collaborate and compromise. This unit also reflects on how we can manage and deal with bullying and unkind behaviour.	• I can talk about the attributes of a good team. • I can accept that people have different opinions and know that I can politely disagree with others and offer my own opinion. • I can compromise and collaborate to ensure a task is completed. • I can reflect on the need to care for individuals within a team. • I can identify hurtful behaviour and suggest ways I can help. • I can understand the importance of shared responsibilities in helping a team to function successfully.
 Be Yourself	This unit continues to celebrate children's individuality and promotes the idea that we are all unique. We will look at how making positive choices can help us to do the right thing and how we can manage uncomfortable feelings and peer pressure.	• I can explain why everyone is unique and understand why this should be celebrated and respected. • I can explain why I should share my own thoughts and feelings and I know how to do this. • I can explore uncomfortable feelings and understand how to manage them. • I can understand why we sometimes feel shy or nervous and know how to manage these feelings. • I can identify when I might have to make different choices from those around me. • I can explore how it feels to make a mistake and describe how I can make amends.
 VIPs	This unit continues to build on and help children to understand the close relationships which we are a part of, particularly focusing on family and friends. In this unit, we will explore: • conflicts and resolutions; • secrets and dares; • healthy and unhealthy relationships.	• I can explain how VIPs who love and care for each other should treat each other. • I can identify different ways to calm down when I am feeling angry or upset. • I understand that people have different opinions that should be respected. • I can identify negative influences on my behaviour and suggest ways that I can resist these influences. • I can explain when it is right to keep a secret, when it is not and who to talk to about this. • I can recognise healthy and unhealthy relationships.
 Digital Wellbeing	In this unit, we will consider how to look after our wellbeing when using technologies. We will consider risks and look at strategies for using the Internet safely and responsibly. This includes understanding what healthy and positive online communication looks like. We will explore ways we can get help if needed and the importance of doing this if something makes us uncomfortable. We will also explore cyberbullying, social media and fake news.	• I can identify the benefits of the Internet and know how to look after my digital wellbeing. • I know how to stay safe, healthy and happy online and when I use digital technology. • I know how to develop safe, respectful and healthy online relationships and can recognise the signs of inappropriate and harmful online relationships. • I know how to use social media responsibly to protect the health, wellbeing and rights of all. • I know what online bullying is and what to do if I see or experience it to help make it stop. • I understand not all information online is true and know how to assess the reliability of both text and images.

 It's My Body	This unit builds on children's knowledge of their body and how to keep it healthy. This time, the unit will focus on discussing pressure and how to resist it.
 Safety First	This unit will cover the importance of safety and how to stay safe. This time, the unit will focus on discussing our own safety and the safety of others. • rail; • road; • water; • fireworks; • dangerous situations; • medicines.
 Growing Up	This topic builds on children's understanding of their own and others' feelings. It explores the changes that happen as we grow up, including the changes to our bodies and our feelings. We will also explore the changes to our lives as we grow up.
 Think Positive	This unit aims to help children understand the importance of positive thinking and how it can help them manage uncomfortable feelings and situations. We will explore the power of positive thinking and how it can help us to overcome challenges.

UKS2 Living in the Wider World

Unit Title	Outline of Coverage	Objectives
 Aiming High	In the context of achievements, aspirations and opportunities, children will have the chance to explore their own preferred learning style and consider what helps them to succeed. We will consider obstacles and barriers people face when learning and how we can work to overcome these. We will discuss what opportunities children have now and what opportunities they will have in the future and will also consider the damaging effects of stereotypes in the world of work.	- I can understand how people learn new things and achieve certain goals. - I can understand that a helpful attitude towards learning can help us succeed in life. - I can identify opportunities that may become available to me in the future and I am aware of how to make the most of them. - I can understand that gender, race and social class do not determine what jobs people can do. - I can understand there are a variety of routes into different jobs which may match my skills and interests. - I can discuss my goals for the future and the steps I need to take to achieve them.
 One World	This unit is inspired by the concept of global citizenship and supports children to grow as active, responsible citizens, considering our wonderful world and how we can positively affect it by the choices we make. We will learn about: - sustainability; - biodiversity; - global warming; - natural resources. All this learning will hold central the consideration of what we can do to make the world a better place.	- I can talk about and understand how we can be responsible global citizens. - I can describe what global warming is and what we can do to help prevent it from getting worse. - I can explain how our energy use can harm the environment and describe what we can do to help. - I can describe how we can use water responsibly and understand the importance of doing this. - I can understand what biodiversity is and explain the importance of doing all we can to encourage it. - I can make choices which make the world a better place and that help people across the world.
 Money Matters	Children will develop their learning from KS1 and LKS2 and begin this unit by exploring currencies around the world. They will discuss factors that may influence people's spending, such as value for money, ethical spending choices and offers or advertisements. The unit includes learning about budgets and identifying how people can make and manage a budget if this is a choice they are able to make. It also discusses how money can affect people's emotions and the importance of talking to trusted adults if they have any worries or concerns. Children will explore online spending and risks associated with this. They will also discuss different factors which may influence people's employment choices and different ways people can make positive contributions to society. This unit is underpinned by foundations of kindness, respect and the understanding that everyone is in an individual position.	- I understand countries have their own currencies and can explain different ways to pay for things. - I can talk about factors that may influence how people spend their money. - I can explain why budgeting can be helpful and how a budget can be made. - I can discuss the effect money can have on people's emotional wellbeing. - I can explain different ways of spending money online and how to do this securely. - I can discuss factors which may influence people's employment decisions and ways people can contribute positively to society.
 Diverse Britain	This unit is inspired by the idea that Britain represents a wide range of faiths and ethnicities and that the structures within it are there to support all. We will explore how local and national governments work and how we can make a positive contribution to our communities and to wider society.	- I can talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people. - I can explain what a community is and what it means to belong to one. - I can explain why and how laws are made and identify what might happen if laws are broken. - I can discuss the terms democracy and human rights in relation to local government. - I can discuss the terms democracy and human rights in relation to national government. - I can investigate what charities and voluntary groups do and how they support the community.

PSHE and Citizenship KS1 and KS2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<u>Be Yourself</u>	<u>Safety First</u>	<u>Diverse Britain</u>	<u>VIPs</u>	<u>It's My Body</u>	<u>One World</u>
Year 2	<u>TEAM</u>	<u>Think Positive</u>	<u>Money Matters</u>	<u>Digital Wellbeing</u>	<u>Growing Up</u>	<u>Aiming High</u>
Year 3	<u>Be Yourself</u>	<u>Safety First</u>	<u>Diverse Britain</u>	<u>VIPs</u>	<u>It's My Body</u>	<u>One World</u>
Year 4	<u>TEAM</u>	<u>Think Positive</u>	<u>Money Matters</u>	<u>Digital Wellbeing</u>	<u>Growing Up</u>	<u>Aiming High</u>
Year 5	<u>Be Yourself</u>	<u>Safety First</u>	<u>Diverse Britain</u>	<u>VIPs</u>	<u>It's My Body</u>	<u>One World</u>
Year 6	<u>TEAM</u>	<u>Think Positive</u>	<u>Money Matters</u>	<u>Digital Wellbeing</u>	<u>Growing Up</u>	<u>Aiming High</u>