King's Hawford

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

Effective 1st September 2026

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1. Introduction

This policy supports a whole school approach to Personal, Social, Health and Economic Education (PSHE) in the curriculum, and throughout the life of the School and its community. It is consistent with current legislative frameworks and statutory guidance, including Keeping Children Safe in Education (2026).

This policy was produced by Russ Marsland (PSHE Co-ordinator) in consultation with the Senior Leadership Team, Parents and Guardians of King's Hawford (part of the King's Worcester Foundation) and the Head of PSHE & RSE at King's Worcester.

2. Legal Requirements

This Policy is intended to comply with the requirements of The Education (Independent School Standards) Regulations 2014.

Since September 2020, all primary schools (including independent schools) have been obliged to include Relationship Education (RE) in their PSHE education and this is addressed in the King's Hawford & King's St Alban's RSE Policy.

Please note that Relationships Education is statutory for all schools and parents/guardians do not have the right to withdraw their child. However, we believe that Sex Education is a vital element of a child's learning and feel it is important to include it within our curriculum. We have tailored it to fit the needs of the children at King's Hawford. Sex Education is recommended by the Government, but is still not statutory, therefore, parents/guardians can request that their child be excused from these elements of the programme (up until three terms before their 16th birthday).

This policy, along with the delivery of PSHE, is written to be in line with other relevant school and government statements and policies of Relationship and Sex Education (RSE), Anti-Bullying, Pastoral Care, ICT and Acceptable Use, Keeping Children Safe in Education 2026 (KCSiE 2026), Equality Act 2010, Teaching Online Safety in Schools, the revised statutory Relationships Education, Relationships and Sex Education and Health Education guidance for introduction on 1 September 2026, the Early Years Foundation Stage statutory framework effective from 1 September 2026, and guidance on Spiritual, Moral, Social and Cultural development.

3. Aims

The main aims of the PSHE curriculum are to:

- encourage a positive sense of self
- encourage good attitudes and relationships with others, helping children to respect the rights and dignity of others, appreciate difference, and recognise and challenge bullying, prejudice, discrimination, harassment, misogyny and other harmful behaviour in an age-appropriate way
- develop an understanding of differences between pupils and their viewpoints
- equip pupils with the skills and attitudes needed to develop good learning techniques
- promote a healthy and safe lifestyle including online risks, and know how and where to seek help from trusted adults
- promote the development of self esteem
- create an atmosphere that promotes respect for self and each other, including healthy, respectful relationships and understand age-appropriate concepts of privacy, personal boundaries, bodily autonomy and consent
- develop an extended curriculum that provides opportunities for responsibilities and experiences that will prepare our children for the adult world

- help children make informed choices using accurate, age-appropriate information, including thinking critically about media, misinformation, persuasive online content and emerging technologies
- develop pupils' roles as citizens through the inclusion of citizenship studies
- be prepared for the opportunities, responsibilities and experiences of life in British society.

King's leadership is committed to actively promoting principles which enable pupils to:

- distinguish right from wrong
- respect the civil and criminal law of England
- acquire a broad general knowledge of and respect for public institutions and services in England.

Pupils are encouraged to:

- show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the School is situated, and to society more widely
- acquire an appreciation of and respect for their own and other cultures which furthers and promotes tolerance and respect between different cultural traditions
- respect democracy and support participation in the democratic process, including respect for the basis on which the law is made and applied in England.

4. Equality of Opportunity

The PSHE curriculum is taught to all children and takes account of pupils' ages, aptitudes, developmental stages and individual needs, including pupils with SEND and those with an EHC plan. Teaching, resources and methods are adapted and reasonable adjustments are made so that every pupil can participate meaningfully. Staff remain alert to the additional barriers some pupils with SEND may face in recognising or reporting abuse, exploitation or online harm.

The curriculum offered supports equal opportunities and challenges notions of prejudice and discrimination in the range of human experience. We encourage respect for other people by paying particular regard to the protected characteristics of the Equality Act 2010 (namely age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation). We have a duty to ensure that teaching is accessible to all children and young people, including those who identify as lesbian, gay, bisexual and transgender. Inclusive PSHE will promote understanding and respect. Staff must educate without prejudice or discrimination and promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude and promote this attitude in turn to our pupils.

5. Curriculum Design

At King's Hawford, we see PSHE and Citizenship as being at the centre of the teaching and learning of our pupils. Our approach to PSHE consists of a comprehensive and developmental programme of teaching and learning, where the health and well-being of children and of the whole school community are actively promoted. Our PSHE programme has a positive influence on the ethos, learning and relationships throughout the School. It is central to our values and to achieving our school's stated aims and objectives.

Our PSHE programme helps children to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future, as individuals, parents/guardians, workers and members of society. It is embedded within the wider learning offered by the School to ensure that children experience positive relationships with adults and with each other and feel valued, and that those who are most vulnerable are identified and supported. Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community.

PSHE helps to:

- give pupils the knowledge, skills and understanding they need to lead confident and healthy, independent lives and to become informed, active, responsible citizens
- encourage pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the School and surrounding communities
- explore, clarify and if necessary challenge, their own and others' values, attitudes and beliefs
- improve relationships by highlighting each individual's worth, developing mutual trust, working cooperatively with others and improving communication skills
- develop pupils' ability to become responsible for their own learning
- inform pupils of the main political and social institutions that affect their lives, as well as their responsibilities, rights and duties as individuals and members of communities
- equip pupils with the tools to become financially capable and have a thoughtful understanding that others may have different financial circumstances.
- explicitly teach British values
- where political issues are brought to pupils' attention, including in the promotion at the School of and/or during extra-curricular activities, pupils are offered a balanced presentation of opposing views of political issues, and the promotion of partisan political views is precluded.

We are also aware of the way PSHE can reduce or remove barriers to learning (such as bullying, discrimination, low self-esteem and unhealthy/risky behaviours) and that it supports many of the principles of Safeguarding.

6. Spiritual, Moral, Social and Cultural (SMSC)

Our PSHE programme makes an essential contribution to the development of Spiritual, Moral, Social and Cultural (SMSC) knowledge and understanding of the children in our school, and also to their personal development, behaviour and welfare. It actively promotes British Values within the curriculum through democratically elected positions such as pupil parliament membership, house captaincy, the prefect system and more specifically in the following units in the PSHE programme:

- **Relationship Education –** Covers topics like friendships, family, and healthy relationships, which are key to developing social and emotional skills, and understanding different perspectives, thus promoting SMSC.
- **Health Education –** Addresses physical and mental well-being, teaching children about healthy lifestyles, managing emotions, and seeking support when needed, which contributes to their spiritual and moral development.
- **Personal Safety –** Includes units on online safety, staying safe in different environments, and recognizing risks, fostering a sense of responsibility and understanding of personal boundaries, which aligns with SMSC.
- **Bullying and Discrimination –** Directly tackles issues of prejudice, discrimination, and bullying, promoting empathy, respect, and understanding of diversity, all vital aspects of SMSC.
- **Media and Digital Literacy –** Explores the impact of media on individuals and society, encouraging critical thinking and responsible online behaviour, which contributes to cultural awareness and understanding.

7. Early Years and Foundation Stage

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning and therefore an integral aspect of daily planning, teaching and learning is essential to cover the following three areas:

- building relationships
- managing self
- self-regulation: managing feelings and behaviour.

Planning is child-led to reflect the interests of the children and the needs of the School. Circle time discussions will follow elements of the Kapow Primary Early Years Foundation Stage programme (**Appendix 1**).

We provide a programme of activities which are appropriate to the educational needs of EYFS pupils in relation to personal, social, emotional and physical development and communications and language skills.

8. Related Policies

This policy also underpins our provision and policies in many other areas of the curriculum and school life as a whole. The following school policies are closely connected with our work in PSHE and Citizenship: Anti-bullying, E-Safety, Drug Education, Relationships and Sex Education, Equal Opportunities, Safeguarding and Child Protection, Inclusion, Visiting Speakers, Confidentiality, Science, Assessment, Recording and Reporting, Behaviour Management, Disability Discrimination, Teaching and Learning.

9. Curriculum Organisation

The Scheme of Work followed by our school is based on the 'Kapow Primary Comprehensive Programme'. Children receive their entitlement for learning in PSHE through a spiral curriculum which demonstrates continuity and progression. The topic areas are:

Health

We **promote** both physical and mental health through:

- encouraging healthy lifestyles and balanced eating habits
- promoting regular physical activity and exercise
- supporting pupils in managing emotions and understanding mental well-being.

Safety

Pupils are taught how to keep themselves and others safe in various contexts:

- personal safety, including recognising risky situations and seeking help
- online safety, including privacy, age restrictions, reliable and unreliable content, grooming and exploitation, harmful or manipulative content, sharing images, misinformation, AI-generated content and deepfakes, taught in an age-appropriate way
- road safety and awareness of hazards in the community.

Well-being

We nurture emotional well-being and resilience by:

- teaching mindfulness and self-regulation strategies
- encouraging positive mental health practices
- supporting pupils in developing coping mechanisms and emotional literacy.

Relationships

Our curriculum fosters respectful and inclusive relationships through:

- exploring friendships, family dynamics, and respectful communication
- understanding different types of relationships, including same-sex relationships

- promoting empathy, tolerance, and kindness.

Financial Matters

We prepare pupils for financial independence by:

- teaching the value of money and how to manage it
- introducing budgeting and saving concepts
- encouraging informed financial decision-making.

Specific Topics and Themes

Growing and Changing

In line with statutory RSE guidance, pupils learn about:

- puberty and the physical and emotional changes it brings
- human reproduction and the life cycle
- understanding transitions and changes throughout life.

Bullying and Discrimination

We promote a safe and inclusive environment by:

- helping pupils identify and respond to bullying
- teaching the importance of respect and equality
- addressing discrimination and promoting diversity.

Media and Digital Literacy

Pupils develop critical thinking skills to:

- evaluate information from media and online sources, distinguishing reliable information from misinformation, manipulated material and advertising
- understand the influence of media, algorithms, influencers and persuasive design on choices, attitudes and wellbeing
- navigate digital environments and use emerging technologies, including generative AI, safely, responsibly and critically.

Careers and Economic Well-being

We introduce pupils to the world of work by:

- exploring different career paths and aspirations
- understanding the role of education and skills in employment
- promoting financial responsibility and economic awareness.

The programme is delivered through a variety of opportunities including:

- designated PSHE time – classes from Years 1-6 receive a 35-minute lesson each week usually delivered by their form teacher

- circle time discussions on a weekly basis for a minimum of 35 minutes
- occasional Year Group or gender group teaching - for example in some RSE topics
- subjects across the curriculum, e.g. science, literacy, religious education, PE, MFL,
- enrichment days/weeks, e.g. E-Safety Day, British Values Day, Odd Socks Day, Charity Week
- residential trips e.g. Year 2 Hawford sleepover, Year 3 Malvern Outdoor Elements, Year 4 Broad Haven, Year 5 Malvern & Dukes Barn, Year 6 Carsington
- day visits, e.g. Year 4 Bishops Wood trip, Year 5 visit to Severn Trent Water
- assemblies
- small group work, e.g. committee meetings within Pupil Parliament, House Captains, Prefects
- after-school clubs tailored to meet the needs of specific children.

PSHE is also addressed on a daily basis as questions and incidents arise and all members of the School staff are expected to be involved in these situations and are supported in this.

Planning has been provided by the 'Kapow Primary Spiral Programme' and links to the whole school overview (Appendix 2). The planning in place is a step-by-step guide which includes resources to meet statutory guidelines.

However, teachers may wish to develop their own as long as they cover the main objective for the lesson. At times, it may be necessary to divert from the plans in order to deal with issues that arise. PSHE should be flexible in order to focus on the needs of the children in the class. Therefore, coverage may change year on year, but this will be noted on the whole school overview (Appendix 2) when needed.

10. Teaching and Learning Strategies

The three strands which are necessary for effective learning in all areas of PSHE are: Knowledge, Skills and Attitudes. These will be evident in PSHE teaching and will enable pupils to:

- develop self-awareness and positive self-esteem
- become more mature, independent and self-confident
- learn to respect the differences between people and cultures
- learn to keep themselves and others safe
- develop effective and satisfying relationships
- make informed choices about their health, lifestyle and environment
- develop their sense of social justice and moral responsibility
- take more responsibility, individually and as a group, for their own learning and behaviour and to resist bullying
- begin to understand that their own choices and behaviour can affect local, national or global

issues

- play an active role as members of the School and citizens in the wider society
- make the most of their abilities.

Methodology

In order to address the 'active learning triangle' of knowledge (**Appendix 3**), skills and attitudes, a wide range of methodology is used in teaching the PSHE curriculum. The focus is on interactive learning, and approaches include: Circle Time, whole class discussion, social skills games and activities, working in pairs/groups, brainstorming, drama and role play, use of puppets, use of story and picture books and use of technology. Many of these approaches also act as distancing techniques, enabling children to discuss issues without discussing personal experience. There are also many opportunities to incorporate Learning Outside the Classroom in PSHE lessons.

Through our teaching we will strive to ensure that all children will be encouraged to show respect for each other's point of view, share ideas with the whole class and be part of any decision-making processes.

Due to our ever-expanding wider provision of PSHE, along with our broad and balanced curriculum, there are overlaps with other subjects, for example ICT, Science and PE. Therefore, flexibility in the timetable needs to be accounted for as objectives for PSHE education will be met outside of the allocated timetable slot. Flexibility in the timetable is also important to allow us to respond to local/national/global events that may occur and allow us to respond to any such event in an age-appropriate way.

Ground Rules

PSHE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. We promote the needs and interests of all pupils, inclusive of gender, culture, ability or aptitude. Our approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of the children to ensure that all can access the full PSHE provision. Teachers and children together develop and establish ground rules in place, which ensure that every child feels safe and is able to learn in a supportive and caring environment. These cover, in particular, the asking and answering of personal questions and strategies for checking or accessing information.

Answering Questions

We acknowledge that sensitive and potentially difficult issues will arise in PSHE, as children will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for PSHE. We answer questions relating to areas beyond the taught, planned curriculum for that age group (or younger), in a sensitive and age appropriate way, only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE lead. Questions may be referred to parents/guardians if it is not appropriate to answer them in school. We may use a 'Question box', where questions may be asked anonymously.

When answering questions, we ensure that sharing personal information by adults, pupils or their

families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

Further information about how we will answer questions about aspects of PSHE such as RSE, can be found in the specific policies for those areas.

Confidentiality and Safeguarding

The nature of PSHE means that children may disclose personal information that staff will respond to appropriately. Where there is a genuine risk to the safety of the child, information must be passed on to individuals and/or organisations responsible for protecting the child. We will follow DfE guidance and the procedures outlined in other policies such as Safeguarding and Child Protection, Behaviour Management and Health and Safety.

All staff receive safeguarding training informed by Keeping Children Safe in Education 2026, which comes into force on 1 September 2026, together with updates as required. Training reinforces the overlap between safeguarding concerns, the importance of early help, child-on-child abuse, online safety, exploitation, misogyny, mental health, and the additional barriers that some pupils may face in recognising or reporting concerns.

Any information disclosed to a staff member or other responsible adult, which causes concern about the child's safety, will be communicated to the designated safeguarding lead as soon as possible and always within 24 hours, in line with our Safeguarding and Child Protection policy.

If visitors are working in a classroom or other teaching situation, they will follow the School's guidance on confidentiality and on safeguarding, and other relevant school policies.

11. Learning Support

Due to the range of teaching and learning methods in PSHE lessons, all children, regardless of their physical or academic disabilities, will be able to participate fully in this subject. The abilities of the children will be taken into account when planning activities and written and practical work may be differentiated and modified accordingly.

Teachers will try to involve all children through differentiated questioning and where necessary, less able children will receive individual instruction or additional assistance in performing tasks. In relation to those with special educational needs, we will review our PSHE programme to ensure that provision is made for those with additional needs.

12. Use of IT

It is important to link to the ICT/computing curriculum, which teaches about various elements of online safety, detailed in this policy. It is vital for PSHE and RSE to teach that the internet and social media are important resources for learning and information, and a great opportunity to build social networks, as well as teaching about the risks and how to stay safe online. We have now included a strand of work called 'Safety and our changing body' which will be taught in all year groups to cover

age related online safety lessons. This will be linked to our current ICT provision.

There are many other opportunities to incorporate ICT into the teaching of PSHE. iPads or laptops may be used when creating posters or producing written pieces of work. The internet, alongside the library, is an invaluable resource when researching topics; there are also a number of occasions when websites and interactive games may be mentioned on the planning as being beneficial to learning.

13. Resources

Each class teacher is provided with a PSHE folder for the year group they are teaching. These outline the Scheme of Work, break down each term's units of work and provide suggestions for activities, appropriate worksheets and lists of resources. Books that are mentioned are kept by the Subject Coordinator, who will also assist with gaining additional resources if necessary. Resources may need to be shared by teachers and year groups and so it is important that they are returned as soon as possible to the Central PSHE Resource area. Resources and links to relevant websites can also be made accessible to parents/guardians and children upon request (**Appendix 4**).

14. Involving Parents and Guardians and the Wider Community

The most powerful PSHE education is collaboration between school and home. We are committed to working with parents/guardians and allow them to have their input through a policy consultation period and tailored surveys. Parental meetings will also be held allowing interested parents and guardians to find out more about their child's PSHE and RSE progress. We will communicate to parents/guardians about their right to withdraw their children from Sex Education in the Relationship and Sex Education Policy which can also be found online via the School's website or by contacting the School Office directly for a hard copy.

Visitors

Where appropriate we use visits and visitors from outside agencies or members of the community to support the PSHE programme. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils. Parents/guardians are also welcomed to support chosen year groups through discussion-based activities relating to the chosen unit of work. Parents/guardians will be informed of the appropriate policies and checks before arrival. All visitors must sign in at the front desk before entering the School. When visiting speakers are used to support the PSHE programme, the appropriate protocol, detailed in the Safeguarding policy, is followed.

15. Assessment, Reporting and Recording

Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement as well as identifying areas of weakness, which can then be used to inform planning of future work. For each Unit of Work there will be an assessment activity that will allow the teacher to observe and assess the pupils' progress. Assessment in PSHE may take many forms: observing drama or role-play tasks, marking written or artistic work, interpreting understanding from participation and input during discussion, looking for the demonstration of cooperative or communication skills during paired or group situations etc.

Pupils do not pass or fail within this subject; they are not graded as in other curriculum subjects. Teachers assess whether a pupil is working at the expected level, working towards or working beyond it. In addition to this, pupils are given the opportunity to reflect on their own learning and personal experiences, they may even be encouraged to set personal goals and agree strategies for reaching them. The process of assessment should have a positive impact on pupils' self-awareness and self-esteem.

When whole school reports are issued, there will be a short PSHE subject report. Form teachers should also be commenting on each child's personal and social development during PSHE lessons which will prove invaluable.

16. Review and Monitoring

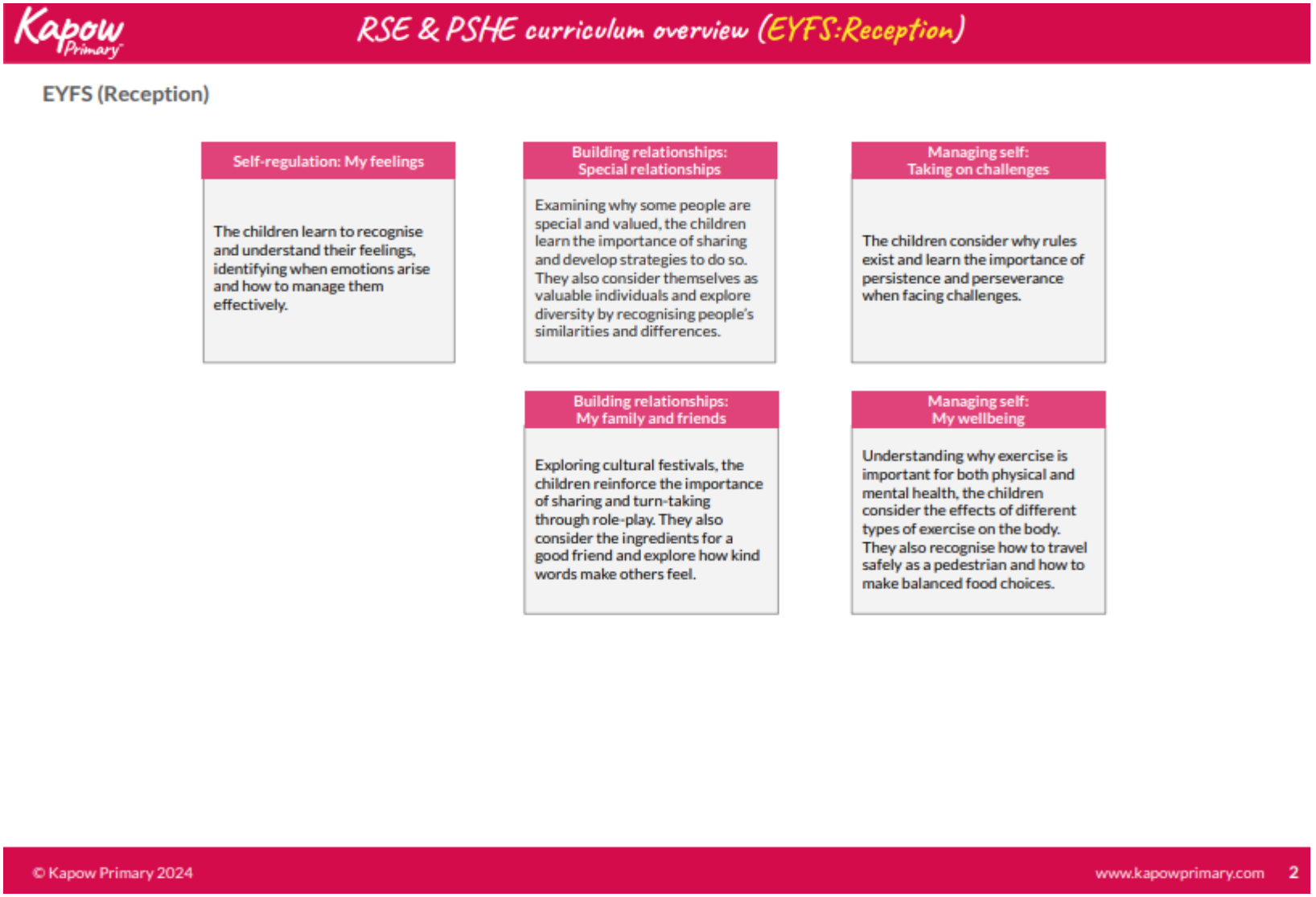
We are committed to the ongoing development of PSHE in our school. The subject coordinator, with the support of staff will:

- develop and update the subject policy
- attend courses and conferences as and when deemed necessary
- ensure well understood programmes of study and schemes of work are in place and reviewed at the end of each year
- follow the correct scheme of work and link to the appropriate year group
- hold regular subject meetings to monitor the new areas of learning
- have regular meetings with Science, ICT and PE coordinators to ensure all statutory areas of learning are met and not duplicated
- call and manage termly meetings to plan, monitor, review and evaluate the PSHE programme
- provide INSET training as appropriate
- maintain and update the School's PSHE resources
- keep up to date with current thinking in the area of PSHE
- the scheme of work and medium-term planning will be evaluated on a termly basis and changes will be made as thought necessary by teaching staff.

17. Approval

This policy will be reviewed by the PSHE Lead annually to ensure it continues to meet the needs of pupils, staff and parents/guardians and that it is in line with current Department of Education advice and guidance. The Governing Body will review and approve significant policy changes annually or at more frequent intervals if there are relevant legislative changes, and/or the evaluation of the policy highlights the need for a review.

Appendix 1: EYFS Overview



King's Hawford

Appendix 2: School Overview/Annual Topic Plan

Kapow Primary

Suggested long-term plan: RSE & PSHE Reception- Year 3 (condensed)

EYFS: Reception	**Self-regulation**		**Building relationships**		**Managing self**	
	My feelings: L1 Identifying my feelings L3 Coping strategies L4 Emotional adjectives L5 Facial expressions		Special relationships: L2 Special people L3 Sharing L4 I am unique L6 Similarities and differences	My family and friends: L1 Festivals L2 Sharing L3 What makes a good friend L4 Being a good friend	Taking on challenges: L1 Why do we have rules? L2 Building towers L5 Team races	My wellbeing: L1 What is exercise? L4 Being a safe pedestrian L5 Eating healthily
	Introductory lesson	**Family and relationships**	**Health and wellbeing**	**Safety and the changing body**	**Citizenship**	**Economic wellbeing**
Year 1	**Setting ground rules for RSE and PSHE lessons**	L1 What is family? L2 What are friendships? L5 Friendship problems L6 Healthy friendships L7 Gender stereotypes	L1 Understanding my emotions L3 Ready for bed L5 Handwashing & personal hygiene L6 Sun safety L7 Allergies	L1 Adults in school L2 Adults outside school L4 Making an emergency phone call L5 Appropriate contact L6 Safety with substances	L1 Rules L4 Similar, yet different	L1 What is money? L4 Saving and spending
Year 2	**Setting ground rules for RSE and PSHE**	L2 Families are all different L4 Unhappy friendships L5 Introduction to manners and courtesy L6 Change and loss L7 Gender stereotypes: Careers and jobs	L1 Experiencing different emotions L5 Developing a growth mindset L6 Healthy diet L7 Looking after our teeth	L2 Communicating online L3 Secrets and surprises L4 Appropriate contact: My private parts L5 Appropriate contact: My private parts are private L8 Staying safe with medicine	L1 Rules beyond school L5 Similar yet different- my local community L7 Giving my opinion	L2 Exploring needs L3 Exploring wants
Year 3	**Setting ground rules and signposting**	L1 Healthy families L2 Friendship conflicts L3 Friendship: conflict vs bullying L5 Learning who to trust L6 Respecting differences in others L7 Stereotyping gender	L1 My healthy diary L3 Wonderful me L5 Resilience: breaking down barriers L7 Diet and dental health	L1 First Aid: emergencies and calling for help L4 Cyberbullying L7 Influences L8 Keeping safe out and about	L1 Rights of the child L5 Charity L6 Local democracy	L2 Budgeting L5 Career quest

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Kapow Primary — Suggested long-term plan: RSE & PSHE Year 4-6 (condensed)

	Introductory lesson	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Year 4	Setting ground rules and signposting	L1 Respect and manners L2 Healthy friendship L4 Bullying L6 Stereotypes: Disability L8 Change and loss	L1 Looking after our teeth L3 Celebrating mistakes L5 My happiness L6 Emotions L7 Mental health	L1 Internet safety: Age restrictions L2 Share aware L4 Privacy and security L7 Introducing puberty L8 Tobacco	L1 What are human rights? L5 Diverse communities	L1 Value for money L3 Looking after money
Year 5	Setting rules and signposting	L2 Friendship skills L3 Marriage L4 Respecting myself L5 Family life L6 Bullying L8 Stereotypes: Race and religion	L2 The importance of rest L5 Taking responsibility for my feelings L6 Healthy meals L7 Sun safety	L1 Online friendships L2 Staying safe online L3 Puberty L4 Menstruation L6 First Aid: Bleeding L7 Alcohol, drugs and tobacco: Making decisions	L1: Breaking the law L6 Parliament	L4 Risks handling money online
Year 6	Setting ground rules for RSE and PSHE	L1 Respect L2 Respectful relationships L4 Challenging stereotypes L5 Resolving conflict L6 Change and loss	L3 Taking responsibility for my health L4 The impact of technology on health L5 Resilience toolbox L6: Immunisation L8 Physical Health concerns	L1 Alcohol L3 Social media L4 Physical and emotional changes of puberty L8 First Aid: Basic life support	L1 Human rights L4 Prejudice and discrimination L6 National democracy	L6 Career routes **Identity** L2 Identity and body image

Appendix 3: Life Skills

Appendix 4: Primary PSHE Key Website – For Children, Teachers and Parents/Guardians

Healthy Eating/Physical Activity
https://campaignresources.phe.gov.uk/schools

Puberty
http://www.bbc.co.uk/science/humanbody/body/interactives/lifecycle/teenagers/

Bullying/Healthy Relationships
http://www.bullying.co.uk/
https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and- cyberbullying/
https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/
http://thehideout.org.uk/young-people/adults-young-people-and-domestic-abuse/resources/educational-toolkit/

Emotional Health
https://childline.org.uk/
http://www.youngminds.org.uk/

Financial Education
https://www.pfeg.org/
https://www.young-enterprise.org.uk/

Citizenship
http://www.gogivers.org/
http://www.citizenshipfoundation.org.uk/main/page.php?427

Democracy
http://www.parliament.uk/education/

Substance Misuse
http://mentor-adepis.org/

Internet Safety
https://www.thinkuknow.co.uk/