King's St Alban's

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

Effective 1st September 2026

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1. Introduction

This policy outlines the School's aims and objectives for Personal, Social, Health and Economic (PSHE) Education. It includes statutory Relationships Education and Health Education, together with the School's age-appropriate provision for sex education within Relationships and Sex Education (RSE).

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

2. Overview

PSHE is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

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 2025 (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 and Objectives

At King's St Alban's we want our school to feel exciting, so we make learning as fun and thrilling as possible. Our school life is rich, vibrant, and designed to ensure that every child discovers their inner talents, empowering them to be the very best they can be. Our aim is to inspire every child, build confidence and resilience, and encourage them to aim high.

As part of this vision, we aim to deliver a high-quality PSHE education curriculum which promotes pupils' personal, social and emotional development, as well as their health and well-being. It helps the children acquire the knowledge, understanding and skills they need to manage their lives now and in the future. We value the importance of PSHE education in developing the qualities and attributes pupils need to thrive as healthy, independent and responsible members of society and in preparing them for the opportunities, responsibilities and experiences of adult life. It is integral with equipping our pupils for what lies ahead, and to encourage balance and confidence, in line with the School's principles. Our curriculum incorporates age-appropriate elements of sex education within RSE to prepare our pupils for the wider world.

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.

At King's St Alban's, we encourage our pupils to play a positive role in contributing to the life of the School and the wider community. The PSHE curriculum is central to all aspects of school life – its thinking, planning, teaching and organisation – and as such has a positive influence on pupils' learning and relationships throughout the whole school community. Provision of PSHE is explicitly designed to contribute to the process of growing up and the preparation of pupils for the responsibilities of teenage and adult life, by promoting fundamental British values and by passing on those enduring, universal values which help to nurture pupils' integrity and autonomy so that they become responsible and caring citizens capable of contributing to the development of a just society.

The aims and objectives of PSHE will enable children to:

- know and understand what constitutes a healthy lifestyle

- recognise and manage risks to personal safety, including risks online, and know how and where to seek help from trusted adults
- develop healthy, respectful relationships and understand age-appropriate concepts of privacy, personal boundaries, bodily autonomy and consent
- 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
- be independent and responsible members of the school community and make a positive contribution to the life of the School
- be active and positive members of a democratic society
- develop self-knowledge, self-confidence and self-esteem
- make informed choices using accurate, age-appropriate information, including thinking critically about media, misinformation, persuasive online content and emerging technologies
- develop strategies and skills they require, in order to live healthy, safe, fulfilling and balanced lives
- understand some of the basic principles of finance
- 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. 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 RE in its PSHE education and this is addressed in the King's Hawford & King's St Alban's RSE Policy.

Health Education is compulsory for independent schools under the ISS regulations and we comply with all of the statutory guidance to ensure we provide a consistent and high-quality programme, in line with our pastoral care and as part of our school ethos.

As an independent school we are still required to comply with SMSC, KCSIE and other government policies, which include teaching Fundamental British Values.

5. 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 (LGBT). 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.

6. Curriculum Design

Our PSHE scheme of work follows the RSE and PSHE as set out in that given by Kapow Primary (see Appendix 2).

PSHE is both proactive and reactive and the shape of our curriculum allows teachers the flexibility to shape units and make changes in response to specific events or circumstances. An awareness of the inverted-pyramid shape of King's St Alban's pupil population means our spiral curriculum revisits topics; this ensures that pupils joining us further up the school are able to access all strands of the curriculum.

The scheme of work is explicitly designed to contribute to the process of growing up, getting on with other people, the formation of values and the preparation of the child for the responsibilities of adult life. Under the five core strands of 'Families and relationships', 'Health and well-being', 'Safety and the changing body', 'Citizenship' and 'Economic well-being', pupils are given the opportunity to:

- receive accurate, balanced and relevant knowledge
- turn that knowledge into personal understanding
- explore, clarify and, if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities
- develop the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

- develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy
- accept responsibility for their behaviour.

The PSHE scheme of work (incorporating RSE) is appended to this policy (see **Appendix 1** (EYFS) and **Appendix 2** (KS1 & KS2)) and further details on when different topics will be taught can be found in the Programmes of Study on the School website. Detailed teaching plans for all PSHE units are reviewed regularly by the PSHE Co-ordinator and teaching staff.

Children receive their entitlement for learning in PSHE through a spiral curriculum which demonstrates continuity and progression. The topic areas are:

Family and 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.

Safety and the changing body

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.

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.

Health and 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.

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.

Citizenship

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.

Economic well-being

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

7. 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 membership of our school council 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.

8. Curriculum Resources

Our PSHE programme will be delivered through a range of teaching methods, including materials provided through the Kapow scheme. Interactive activities and high-quality resources will support our provision and will be regularly reviewed. Resources recommended by the PSHE Association may also be used. Selected resources, such as books and film clips, will be used which support and promote understanding with a moral/values context, in compliance with the School's aims, ethos and policies.

9. Early Years 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 reflects the interests of the children and the needs of the School. 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 (**Appendix 1**).

10. 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.

11. Cross-curricular Links

In addition to the discrete teaching of PSHE, the many opportunities for cross-curricular links are taken, particularly in Science, Computing, Religious Education and Geography. For example, in Year 3 the science curriculum includes a unit on Teeth and Eating, which includes learning about healthy choices, and in Year 5 the children study a unit called The Developing Body, which includes looking at the physical changes that occur at puberty in both girls and boys.

Residential trips for each year group from Year 2 to Year 6 provide a nurturing environment in which pupils are able to learn independence and team-building skills. Additionally, in Year 6 the children follow a three-week Nine Dots Challenge involving such activities as:

- an ecologically-based Science Week studying local environments
- activities focused on themes found in Shakespeare's plays in the context of group project work
- a Young Enterprise Challenge.

Art, Dance, Drama and Music are all highly valued as providers of opportunities for children to express themselves. Art and Music are taught by specialists and timetabled discretely; Drama is well established in many subjects as a teaching and learning approach and through form assemblies. A unit of Dance is included within PE and provides an enabling environment in which feelings can be safely expressed. Further to this, many opportunities for team cooperation can be found in both PE and Games.

An important topic within PSHE is keeping children safe online and this is taught regularly within the PSHE programme and extensively in Key Stage 2. This is supported by provision in the IT curriculum at all ages and based on Natterhub.

Further enrichment opportunities are also a regular part of school life, for example: letter writing to a child in Ghana sponsored by the School; assemblies, visits and visitors from the local community and further afield; a wide variety of charities are supported through the school year. Additionally, children in Year 2, Year 3 and Year 5 undertake the 'Dots' and 'Paws.b' mindfulness programmes created by the Mindfulness In Schools Project.

The House system enables all pupils to socialise and work together across all year groups from Reception to Year 6. Activities, such as organising charity events, inter-house competitions and playing games together, provide pupils with the opportunity to develop interpersonal and social skills beyond the classroom and their peer groups.

12. Delivery of PSHE

The PSHE Co-ordinator is responsible for the planning, coordinating and delivery of the programme, as well as for coordinating the training for staff who teach the programme. She will produce and regularly review the curriculum, in consultation with the Senior Leadership Team and the Head of PSHE and RSE at King's Worcester.

In the Pre-Prep department (EYFS and KS1) and throughout the Prep School (KS2) pupils are taught in their form groups, in order to provide a connection between the development of the academic and pastoral aspects of pupils' spiritual, moral and cultural knowledge and understanding. All children are taught PSHE in a weekly timetabled 40-minute lesson.

Teaching staff will receive PSHE training through resources compiled by the PSHE co-ordinator, along with INSET time led by both internal staff and external speakers on specific topics, in order that they feel comfortable teaching the programme, in particular those areas dealing with sensitive issues. Clear parameters will be established in class and special consideration will always be given when teaching particularly sensitive material. Staff will be fully aware of the children in their class and how they might relate to the lesson content.

Staff are responsible for:

- delivering PSHE in a sensitive way
- modelling positive attitudes to PSHE
- monitoring progress
- responding to the needs of individual pupils
- responding appropriately to pupils whose parents/guardians wish them to be withdrawn from non-statutory/non-science components of the curriculum.

Where political issues are brought to pupils' attention, including in the promotion at the School 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.

Occasionally, appropriate and suitably experienced visitors from outside the School may be invited to contribute to the delivery of PSHE in school. Such visits complement the programme rather than substitute or replace teacher-led sessions. Teachers are always present during these talks to manage the learning.

King's St Alban's values the support of external agencies and speakers. Any external visitors delivering sessions in school will be expected to abide by an agreed code of practice and our safeguarding policy in the same way as all staff within the School.

Pupils are expected to engage fully with PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

The programme is delivered through a variety of opportunities including:

- designated PSHE time – classes from Years 1-6 receive a 40-minute lesson each week usually delivered by their form teacher (Pre-Prep) or Head of PSHE (Prep)
- 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: Year 2 – Malvern Outdoors, Year 3 – Oaker Wood, Year 4 – Pioneer Centre, Year 5 – PGL, Year 6 – France
- day trips
- assemblies
- small group work, e.g. committee meetings within School Council, House Captains, Prefects
- afterschool 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.

13. Safe and Effective Practice

We will ensure a safe learning environment by providing staff training and by teachers and children agreeing on ground rules at the beginning of each academic year, and if necessary, revisiting these for specific topics. Staff will encourage discussion, but not personal disclosures from either themselves or children during a lesson.

Teaching strategies using distancing techniques will be used, such as being in a role play. This allows pupils to explore their feelings safely. Pupils will always be signposted to staff they can talk to and external agencies for each topic.

Staff know children well and will be aware if issues might arise during particular topics. In this instance, staff will inform specific children – and parents/guardians if appropriate – verbally beforehand. If a child feels uncomfortable or sensitive about a topic, they will be encouraged to speak to either their teacher or another member of staff. If appropriate, other arrangements will be made for that child for that lesson.

14. Safeguarding and Confidentiality

At King's St Alban's, we aim to foster and maintain a safe environment within which all pupils feel able to ask questions and discuss issues openly (although no child or teacher will have to answer personal questions or be forced to take part in discussions). For any child wishing to discuss something personal and sensitive relating to content of the lesson, an opportunity will be given. In the classroom context, distancing techniques are employed so children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences.

In line with the School's Safeguarding Policy, King's St Alban's is committed to safeguarding and promoting the welfare (both physical and emotional) of every child both inside and outside of the school premises. We implement a proactive whole school approach to managing safeguarding concerns, ensuring that the well-being of children is at the forefront of all action taken.

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.

All staff will exercise their professional judgement in order to keep children safe. Ground rules are agreed within PSHE sessions for each class. This ensures a safe environment for group discussion and exploring delicate topics. Information given, and the views expressed by the children, will be treated in confidence where possible. However, children will be informed that 100% confidentiality cannot be assured. If any child makes a disclosure of a safeguarding issue which indicates the child is at risk, as with all such instances the teacher will inform the Designated Safeguarding Lead (DSL) or Deputy in accordance with King's St Alban's Safeguarding Policy.

Any visiting external speakers are required to complete a Presentation Form prior to their arrival. This is given to form staff and senior staff to inform them of any topics that children may be sensitive to. All speakers are required to agree to the visitor's regulations and inform a member of staff about any disclosures. A speaker will not be left alone with any children, or in a room without a member of staff at any point during their visit.

15. Parent/Guardian Involvement

It is important that as a school we work in partnership with parents and guardians on the PSHE curriculum. Parents and guardians will be informed of the programme for PSHE in general before the start of each academic year, and of any additions during the course of the year. The School is committed to working in partnership with parents and guardians in the development and review of its PSHE and RSE provision. Parents are consulted periodically on the content and delivery of these areas, and their views are taken into account when reviewing the School's policy and programmes of study. Curriculum overviews are shared with parents, and opportunities are provided for discussion and feedback. The PSHE and RSHE Policies are available on the School's website, together with information about the PSHE curriculum and scheme of work.

Both the PSHE and RSE Policies are available on the School's website and the PSHE scheme of work (incorporating RSE) is appended to both policies. Details of when different learning objectives will be taught can be found in the curriculum Programmes of Study on the School website.

At King's St Alban's we believe clarity is essential and welcome any discussion with parents and guardians which will inform conversations at home about relationships.

We will always aim to be transparent and communicate what is being taught when. We believe that together we can address misconceptions they may have gained about these topics from the media or from their peers. With this in mind, the School offers occasional workshops for parents and guardians, providing guidance on how they can support their children at home. By doing this we hope that we will empower both adults and children to feel confident and comfortable asking questions or initiating dialogue about the many important aspects of PSHE that will affect our children's lives so fundamentally – both now and in the future.

If any parent or guardian has any queries or concerns about the subject content or delivery of any aspect of PSHE, then they should ask to speak to the PSHE Co-ordinator or the Head who will be able to provide more specific information on curriculum and resources that are used to teach the curriculum.

Since September 2020, RE has been compulsory for all children, in all state and independent primary schools. This means that parents and guardians cannot withdraw their child from these lessons. However, they will be able to request that their child is withdrawn from lessons about Sex Education taught as part of RSE. Any parent/guardians wishing to withdraw their child from Sex Education should be aware of the statutory Science National Curriculum content. For more information about this, please see the School's RSE policy.

16. Monitoring, Reporting and Evaluation

In PSHE, children will have opportunities to review and reflect on their own learning through formative assessment throughout lessons. Teacher feedback is immediate, constructive and positive. Self-assessment is a vital part of learning in PSHE and children are given many opportunities to reflect on and evaluate their learning. This valuable life skill is reinforced and embedded across the curriculum. Summative assessment is also included at the end of each unit, in the form of a quiz or online questionnaire.

Throughout the School, written work is collated in the children's PSHE books. Marking is less structured with consideration given to the volume of work completed orally. PSHE is not included in any reporting cycle; however a child's participation and engagement in sessions is likely to inform form teacher comments.

Pupil voice is also a key feature of our PSHE programme at King's St Alban's. Platforms such as our School Council and Question Boxes in classrooms enable and encourage our children to express opinions on how and where they would like their learning to go and we take these opinions into account when planning and teaching units from the curriculum. Their comments help us to assess and monitor their progress. Listening and responding to the views of our children ensures that our policy and curriculum is responsive and meets the needs of all our learners from year to year.

17. Staff Development

Staff who deliver the PSHE curriculum will critically reflect on their teaching and best practice can be shared at training sessions or staff meetings. The PSHE Co-ordinator will have regular informal meetings each term to monitor planning and pupils' work to help her provide further relevant training opportunities. Lesson observations are also undertaken as part of regular learning walks and drop-in sessions.

18. Review

This policy will be reviewed by the PSHE Co-ordinator 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 required.

Appendix 1: Long-term overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Year 1	My healthy self: How can we look after our emotions?	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?
Year 2	My healthy self: How can we look after our bodies?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
Year 3	My healthy self: How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why?
Year 4	My healthy self: How can I make healthy choices?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?	Citizenship: How can I spend money responsibly?	Growing up: How will my body and emotions change as I grow up?	Staying safe: What signs help me recognise what is safe or unsafe?
Year 5	My healthy self: How can I support my mind and body as I grow?	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Citizenship: How can we be in control of our money?
Year 6	My healthy self: How do my choices today shape my future health?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about the things I see online?	Citizenship: How can we protect everyone's rights?	Staying safe: How can I stay safe as I grow up?	Sex education: How do people become parents and carers? 2 options

King's St Alban's

Appendix 2.1: PSHE Scheme of Work (incorporating RSE) - KS1 & KS2 (Autumn 1 – Spring 1)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family and relationships	• Introduction to RSE • What is family? • What are friendships? • Family and friends help and support each other • Making friends • Friendship problems • Healthy Friendships	• Introduction to RSE • Families offer stability and love • Families are all different • Managing friendships • Unhappy friendships • Valuing me • Manners & courtesy • Loss and change	• Introduction to RSE • Healthy families • Friendships - conflict • Effective communication • Learning who to trust • Respecting differences • Stereotyping	• Introduction to RSE • Respect & manners • Healthy friendships • My behaviour • Bullying • Stereotypes • Families in the wider world • Loss and change	• Introduction to RSE • Build a friend • Resolving conflict • Respecting myself • Family life • Bullying	• Introduction to RSE • Respect • Developing respectful relationships • Stereotypes • Bullying • Being me • Loss and change
Safety and the changing body	• Getting lost • Making a call to the emergency services • Asking for help • Appropriate contact • Medication • Safety at home • People who help to keep us safe	• The Internet • Communicating online • Secrets and surprises • Appropriate contact • Road safety • Drug education	• Basic first aid • Communicating safely online • Online safety • Fake emails • Drugs, alcohol & tobacco • Keeping safe out and about	• Online restrictions • Share aware • Basic first aid • Privacy and secrecy • Consuming information online • The changing adolescent body (puberty)	• Online friendships • Identifying online dangers • The changing adolescent body (puberty, including menstruation) • First aid • Drug education	• Drugs alcohol & tobacco • First aid • Critical digital consumers • Social media • The changing adolescent body (puberty, conception, birth)
Health and wellbeing	• Wonderful me • What am I like? • Ready for bed • Relaxation • Hand washing & personal hygiene • Sun safety • Allergies • People who help us stay healthy	• Experiencing different emotions • Being active • Relaxation • Steps to success • Growth mindset • Healthy diet • Dental health	• My healthy diary • Relaxation • Who am I? • My superpowers • Breaking down barriers • Dental health	• Diet and dental health • Visualisation • Celebrating mistakes • My role • My happiness • Emotions • Mental health	• Relaxation • The importance of rest • Embracing failure • Going for goals • Taking responsibility for my feelings • Healthy meals • Sun safety	• What can I be? • Mindfulness • Taking responsibility for my health • Resilience toolkit • Immunisation • Health concerns • Creating habits • The effects of technology on health

Appendix 2.2: PSHE Scheme of Work (incorporating RSE) - KS1 & KS2 (Spring 2 – Summer)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Citizenship	**Responsibility** • Rules • Caring for others: Animals • The needs of others **Community** • Similar, yet different • Belonging **Democracy** • Democratic decisions	**Responsibility** • Rules beyond school • Our school environment • Our local environment **Community** • Job roles in our local community • Similar yet different: My local community **Democracy** • School Council • Giving my opinion	**Responsibility** • Rights of the child • Rights and responsibilities • Recycling **Community** • Local community groups • Charity **Democracy** • Local democracy • Rules	**Responsibility** • What are human rights? • Caring for the environment **Community** • Community groups • Contributing • Diverse communities **Democracy** • Local councillors	**Responsibility** • Breaking the law • Rights and responsibilities • Protecting the planet **Community** • Contributing to the community • Pressure groups **Democracy** • Parliament	**Responsibility** • Human rights • Food choices and the environment • Caring for others **Community** • Prejudice and discrimination • Valuing diversity **Democracy** • National democracy
Economic wellbeing	**Money** • Introduction to money • Looking after money • Banks and building societies • Saving and spending **Career and aspirations** • Jobs in school	**Money** • Where money comes from • Needs and wants • Wants and needs • Looking after money **Career and aspirations** • Jobs	**Money** • Ways of paying • Budgeting • How spending affects others • Impact of spending **Career and aspirations** • Jobs and careers • Gender and careers	**Money** • Spending choices/ value for money • Keeping track of money • Looking after money **Career and aspirations** • Influences on career choices • Jobs for me	**Money** • Borrowing • Income and expenditure • Risks with money • Prioritising spending **Career and aspirations** • Stereotypes in the workplace	**Money** • Attitudes to money • Keeping money safe • Gambling **Career and aspirations** • What jobs are available • Career routes
Identity						• What is identity? • Identity and body image
School transitions	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson

Appendix 3: PSHE Key Websites 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/